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ABSTRACT

The curriculum guide for Spanish outlines the general and specific objectives and content of the courses to be offered in the Jefferson County (Colorado) public junior and senior high schools. An introductory section describes the district's comprehensive and second language education goals and philosophy, summarizes the findings of the President's Commission on Foreign Languages and International Studies, discusses psychological and neurological studies, and reports Scholastic Aptitude Test scores concerning second language education. The first section provides a mission statement, outlines the targeted language and cultural skills, and recommends general instructional strategies. Subsequent sections contain outlines of each course (including objectives, vocabulary, situations, situational and structural goals, and instructional strategies for specific areas of linguistic content), notes on language testing, vocabulary, verb tables, games, and recipes. (MSE)

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Department Of
Second Language Education

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Jefferson County Public Schools
1829 Denver West Drive, Building 27
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SPANISH

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FOREWORD

The Comprehensive District Goals and the goals for second language instruction in the Jefferson County School District R-I provide realistic statements useful for both the district in general and the classroom in particular. The district goals as specified below call for mastery of basic skills, development of responsibility, development of unique talents and a sense of worth, learning to influence change and development of skills necessary for a citizen. The goals for the Board of Education, Superintendent and Staff are stated below.

Goals For Students:

Master the basic skills for continued learning.

Develop a sense of responsibility — act with understanding and respect toward others.

Develop unique talents and a sense of worth.

Learn to influence change and benefit from it.

Develop skills and attitudes needed to earn a living and contribute to society.

Goals for the Board of Education, Superintendent and Staff:

Act with foresight and responsiveness toward students, constituents, staff and the future.

Understand and promote cooperation among individuals, organizations and institutions.

Acquire, develop and use human, fiscal and material resources effectively.

These district goals and the goals for second language instruction were developed after extensive discussion by board members, the superintendent, the staff, teachers, community representatives and students. While these are realistic goals, they should be viewed as the result of a concerted effort to promote continuous improvement of instruction.

The study of a modern and/or classical language plays a vital role in the acquisition of a high quality education. Second language study not only enables the student to develop proficiency in the target language, but it also serves to broaden the student's command of English and linguistic principles in general. The senior high and junior high program offerings include French, Russian, and Spanish. High schools also offer German and Latin. These courses are designed to develop the student's ability to listen to and understand, speak, read, and write the second language. In addition, students acquire knowledge and understanding of the diverse cultures of people for whom the second language was and is the preferred means of expression. This experience enhances career options and affords opportunities to pursue a variety of professional and personal interests.

From the perspective of the teacher, language learning is one of the most exciting adventures in education. The successful teacher watches students pass through several stages. At first, the student realizes that another sound system can represent thinking and abstract ideas. As the student progresses, confidence is gained in all communication skills and awareness of a larger community becomes a reality. The student begins to think in a mode unique to the people whose language he/she is learning to speak, and can recognize that there exist differences and similarities between cultures.

Different types of research emphasize the importance and need for quality second language education in the United States. Such research focuses on four major areas as a rationale for second language study.

These include the economic survival as a nation, diplomatic and strategic needs, cognitive development resulting in student test score enhancement, and the identification of positive characteristics among polyglots via medical research focused on neuropsychological and neurolinguistic differences.

This guide was developed in fulfillment of Colorado statutes and Board of Education policies. These include the Colorado Revised Statutory Law 22-32-109 which empowers School District Boards to determine the educational programs to be carried on in the schools of the district, and to prescribe the textbooks for any course of instruction or study in such programs. School Board Policy IH states, "It is the expectation of the Board of Education that the approved program will be implemented in all schools." According to the Certificated Employees' Agreement 14-8, "Teachers are expected to follow the approved District curriculum subject matter."

This guide was originally developed in 1982, and has undergone many editorial revisions as a result of field testing and piloting. In 1986, a final evaluation study was completed, and full faculty meetings were held to discuss document enhancement, curricular content, and strategies. In 1987, this guide was completed and presented to the Board for approval.

This guide is intended for use by all teachers of Spanish. It represents the culmination of many years of preparation and stands as a guidepost for the continuous improvement of second language instruction.

PHILOSOPHY

A second language is basic to the development of the well educated person who needs to communicate with linguistic minorities in the community and to interact with citizens of other countries. Knowledge of a second language leads, not only to improved communication, but can and should serve to develop the linguistic skills and cultural knowledge of citizens who, in the future, will come in direct contact with citizens of other countries because of international trade, diplomatic relations and cultural exchanges.

The President's Commission. The President's Commission on Foreign Languages and International Studies addressed the need to improve the foreign language competence of citizens as a necessity rather than as a luxury:

> The President's Commission believes that our lack of foreign language competence diminishes our capabilities in diplomacy, in foreign trade, and in citizen comprehension of the world in which we live and compete. Americans' unwillingness to learn foreign languages is often viewed by others, not without cause, as arrogance. The melting-pot tradition that denigrates immigrants' maintenance of their skill to speak their native tongue still lingers, and this unfortunately causes linguistic minorities at home to be ignored as a potential asset. (Perkins 1979)

Psychological and Neurological Studies. In addition to the international and ethnic concerns of the President's Commission, studies on the bilingual brain and on the individual provide another rationale for the study of second languages. Albert and Obler's (1978) conclusions drawn from their research in neuropsychology and neurolinguistics point out the positive characteristics bilinguals may develop because of their linguistic skills. A profile of the bilingual drawn from their statements depicts an individual who, as a young bilingual, demonstrates a normal rate of development in nonverbal skills contrasted with verbal skills which mature earlier. Becoming verbally very skillful as an adult, the bilingual appears to demonstrate greater ability than monolinguals in using abstract aspects of language, greater cognitive flexibility and greater linguistic sensitivity.

Albert and Obler suggest that bilinguals may differ from monolinguals by maturing earlier both in terms of cerebral lateralization and in the acquisition of linguistic abstraction skills. Their enhanced linguistic sensitivity may be due to experience in acquiring a second language since this induces sensitivity to universals of phonetic symbolism. In addition to their observations on the bilingual individual, Albert and Obler found in a series of postmortem studies on polyglot brains that certain brains were especially and markedly furrowed. They noted (1978: 95) that "Postmortem studies of polyglot brains... give evidence that knowledge of multiple languages has anatomical consequences."

College Board SAT Scores. A summary of 1981 SAT scores, published by the College Board Admissions Testing Program, correlates verbal and math SAT scores with the study of specific subjects, including foreign languages (Profiles of College-Bound Seniors 1981). These data indicate that, "The students who had taken two years of foreign language courses (35.5%)... had significantly higher SAT mean scores: 417 on the verbal, 463 on the math — increases of 14% and 13% over the scores of those who had taken no foreign languages... Comparing the SAT mean scores of students who had no foreign language courses with the scores of those who had studied foreign languages for five years reveals increases of 37% for the verbal and 31% for the math."

The College Board summary also compares the scores of students in foreign languages with those in other subjects including English, math, biological sciences, physical sciences and social studies. In brief, "Students who had taken four or five years of foreign language courses also had higher verbal SAT mean scores than had students who had taken four or five years of any other subject."

"On both the verbal and math portions of the test, the SAT mean scores of students who had studied foreign languages for three or more years (37.5% of those tested) were higher than the mean scores for the total population of seniors tested, as were the SAT mean scores of students who had studied a physical science for three or more years (23.5% of the total)." These data drawn from an educational perspective lend support to Albert and Obler's neurological findings on cognitive development related to bilingualism.

The greater metropolitan Denver area, including Jefferson County, has been identified as one of the nation's major growth areas (Nesbitt 1982). Such growth areas will become increasingly involved in targeting linguistic minorities for marketing purposes and in exporting from Colorado-based industries. Business projections, as well as the national needs and neurological findings as supported by SAT scores, all reinforce the President's Commission statement that second language learning is an absolute necessity.

Mission Statement. The mission statement of the Jefferson County School District calls for an intellectual development that is useful and relevant to the society of the next century. An additional district document (Baum 1984:11) reinforces this statement and supports the notion that the district must provide an education that is "future oriented and national rather than provincial in outlook and scope." Teachers involved in second language instruction, as part of the total educational, program must prepare students today to function as citizens tomorrow.

Language Skills. The communication processes are based on the four fundamental skills of listening, speaking, reading and writing. These skills complement and reinforce each other. Classes should be conducted in the target language, should emphasize real communicative skills and should be filled with material drawn from the target culture. A balance must be achieved among the four language skills in such a way that oral proficiency strategies serve to develop real comprehension and speaking skills.

Culture. Culture must be an integral part of all teaching activities. To this end, students should develop an understanding of different and similar codes of behavior relative to American and Spanish cultures. They should develop an understanding that social class, sex and education play an important role in the way people speak and interact. An awareness of the cultural connotation of words should be developed. Students should also develop the ability to critique cultural generalizations as to their veracity and comprehensiveness.

One's own way of life and beliefs constitute one's culture, and by studying other languages and other ways of life, an individual gains valuable insights into his or her own culture and an increased awareness in dealing with other peoples. The integrating of culture into teaching activities can provide an avenue for developing an interest in the target culture and people thus addressing the national needs outlined by the President's Commission.

Strategies. The importance of speaking, comprehension skills, other language skills and a knowledge of the target culture suggests certain useful strategies.

The following represents a series of suggested strategies for the teaching of second language. The Curriculum Guide provides a leveled framework of linguistic structures. The teacher can select the most appropriate method and means for presentation of the material based upon student interests and needs. However, the instructional focus must be to cultivate oral proficiency. Oral proficiency activities must be supported through a solid foundation of listening, reading and writing activities. Although the structures are presented in a sequential format, the second language must be taught according to a recursive strategy. Linguistic structures must be reviewed and reused in a recursive manner as explained later and shown in the diagram on page xv.

Upper level classes (301-502) must provide students with opportunities to expand their critical thinking skills through the reading and analysis of the classics of literary tradition as recognized by the profession. Selections must be made from the approved reading list based upon the relationship to the curriculum and the appropriateness to the maturity level of the students. Reading of literature is a very important component of any language class. All levels should emphasize reading.

Krashen found that the effects of reading exposure point strongly to the conclusion that reading is of great help in developing language skills. "Reading exposure is the primary means of developing language skills." (Krashen, 1985, p. 109) Based upon a solid reading and composition strategy, the teacher will have material of substance to discuss. Language will serve as a useful tool to achieve communication via this approach.

Writing must be taught as a critical thinking skill.

> Writing, because it is output and not input, does not cause language acquisition. As others (for example, Smith 1983) have pointed out, writing serves two purposes — it helps us communicate with others, and, perhaps more important, it helps us clarify our thinking and develop new ideas. (Krashen, 1985, p. 132)

Many traditionally trained teachers believe strongly in teaching second languages through a grammar-translation method. However, "research since 1906 indicates that the formal study of grammar does not contribute significantly to the development of reading and writing ability." (Krashen, 1985, p. 133)

Krashen calls for "comprehensible input" at significant levels prior to language production. For this reason, classes must be taught in the target language, but at a level of student comprehension. He further emphasizes the need for the low anxiety learning situation to establish a healthy "affective filter" for acquiring language. He distinguishes "learning" about a language from "acquiring" functional skills of proficiency in a language. The Jefferson County model stresses the importance of student *acquisition* of a second language. In order for this to occur, classrooms need to be stimulating in a positive manner and reflective of the language and culture being taught. Strategies used should be exciting, success-based and non-threatening to the student.

A typical class plan should include the items indicated in the diagram on the next page.

The orientation and warmup is necessary for students to become acclimated to the demands of the second language phonetic system. It also sets the tone and class expectations. The core presentation must include the four language skills of listening, speaking, reading and writing. Three strageties are particularly helpful for teaching these skills. The materials should be *personalized* to the interests of the students. Activities centered around the students' points of reference will provide for an interesting and low anxiety base for learning to occur. *Skill building (grammar)* activities can be woven into the fabric of the class as a natural explanation of language systems. *Culture* should be taught as an integral component of daily activities. Culture includes both historical and contemporary aspects of the target linguistic group. Contemporary culture can be presented through newspaper and magazine clippings. Foods, songs, poetry, short stories, dances and rhymes should be used at every opportunity. However, these secondary manifestations of culture must not be presented as culture but should be presented as outgrowths of the culture. Culture is the symbolic system that encodes the values of humanity at the levels of language, social structure, and world view. These three levels are represented by the foods, songs, poetry, etc.

An active class is an exciting experience. Total physical response to vocabulary acquisition is a meaningful approach to learning. Furthermore, neurolinguistic and neuropsychological research indicates that "second language might be more easily learned it if were taught through nursery rhymes, dance, or techniques emphasizing visuospatial skills." (Albert and Obler, p. 254, 1978) Research clearly emphasizes

DEPARTMENT OF SECOND LANGUAGE EDUCATION
JEFFERSON COUNTY SCHOOLS
GOLDEN, COLORADO

CLASS DELIVERY STRATEGY

ORIENTATION & WARM-UP

CORE PRESENTATION

PERSONALIZATION
SKILL BUILDING
CULTURE

LISTENING
SPEAKING
READING
WRITING

WIND-DOWN

the importance of meaningful language in teaching language. Real life situations should serve as the foundation for all classroom activities.

This approach to a daily lesson plan is consistent with the ACTFL/ETS/ILR Oral Proficiency Interview format. The format consists of establishing a psychological plane of comfort and linguistic orientation. The second phase is comprised of a level of proficiency check and probes for higher level functioning.

The final phase is the wind-down which is intended to make the interviewee feel successful and competent. The suggested format of the class beginning with a warmup, core presentation, and wind-down, using real life situations, is conceptually similar.

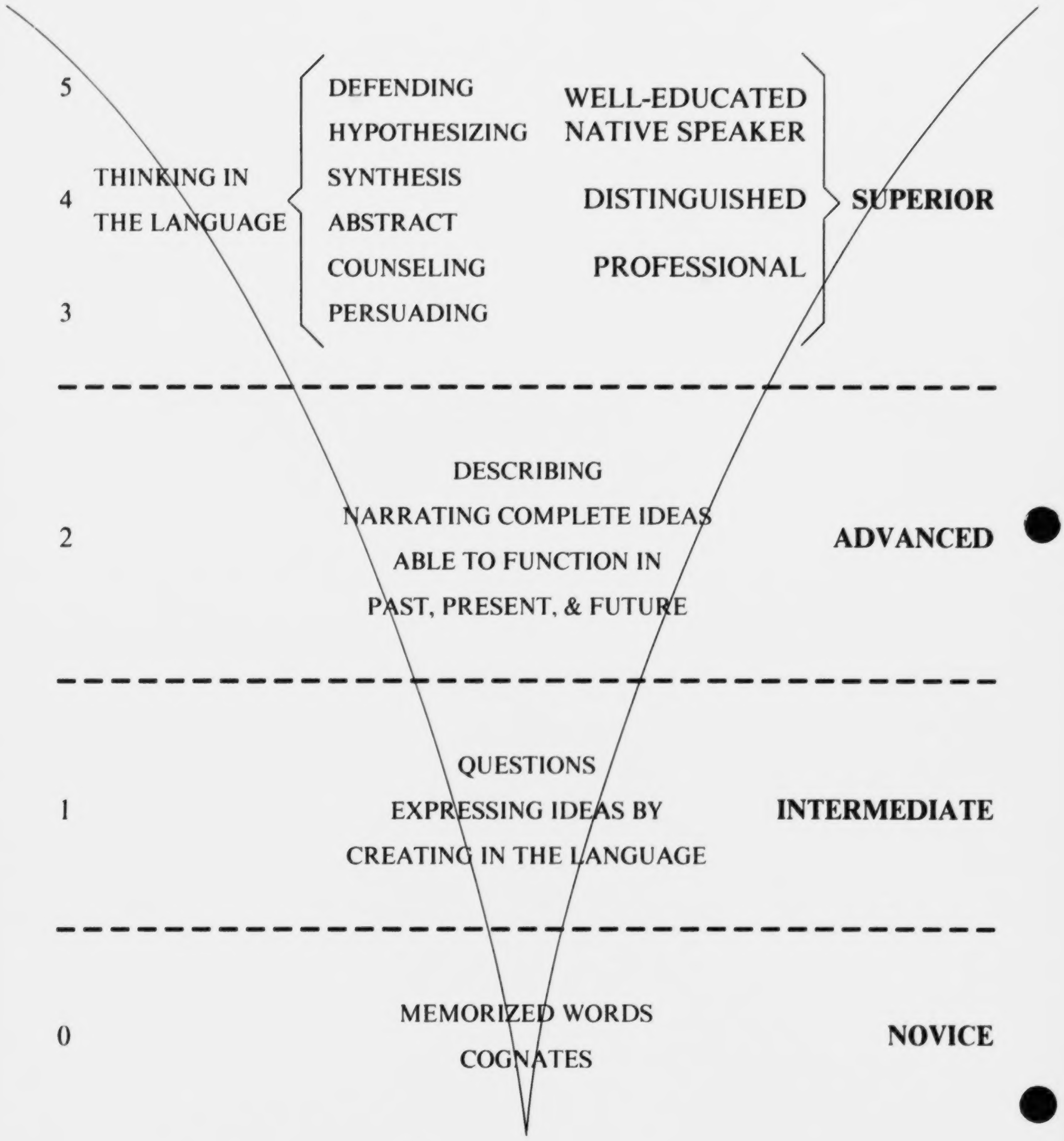
Classroom communications should include teacher to student, student to student, teacher to class, student to class and student to teacher communication. Yes/no questions do not provide ideal opportunities for discourse. Preferred question types are

- Choice Questions
- Requests
- Information Questions
- Needs Questions
- Ask and Tell
- Hypothetical Questions
- Descriptive Questions

The curriculum guide provides appropriate structures for each language level. However, it must be emphasized that a hierarchy of language requires that a recursive methodology be used in all classes. The hierarchy of language is illustrated on the following page.

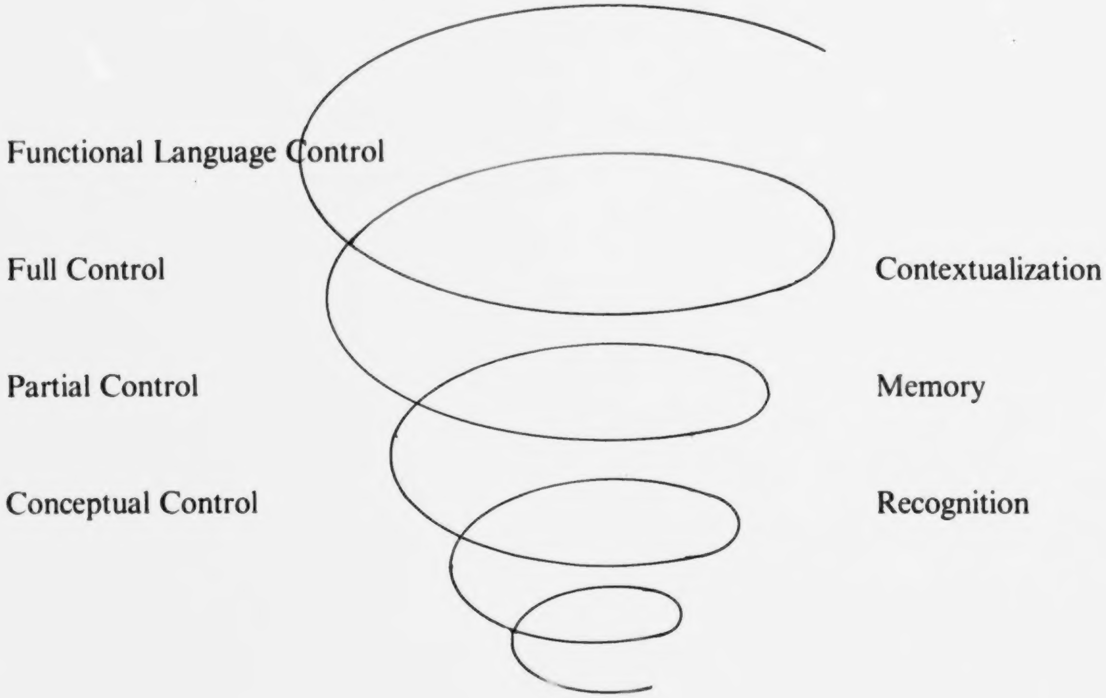
FOREIGN SERVICE AND
INTER-AGENCY LANGUAGE
ROUNDTABLE SCALE

EDUCATIONAL TESTING SERVICE
AND AMERICAN COUNCIL ON
THE TEACHING OF FOREIGN
LANGUAGE SCALE


5
DEFENDING
WELL-EDUCATED
HYPOTHESIZING
NATIVE SPEAKER
THINKING IN
SYNTHESIS
4
THE LANGUAGE
DISTINGUISHED
SUPERIOR
ABSTRACT
COUNSELING
PROFESSIONAL
3
PERSUADING
DESCRIBING
NARRATING COMPLETE IDEAS
2
ADVANCED
ABLE TO FUNCTION IN
PAST, PRESENT, & FUTURE
QUESTIONS
1
EXPRESSING IDEAS BY
INTERMEDIATE
CREATING IN THE LANGUAGE
MEMORIZED WORDS
0
NOVICE
COGNATES

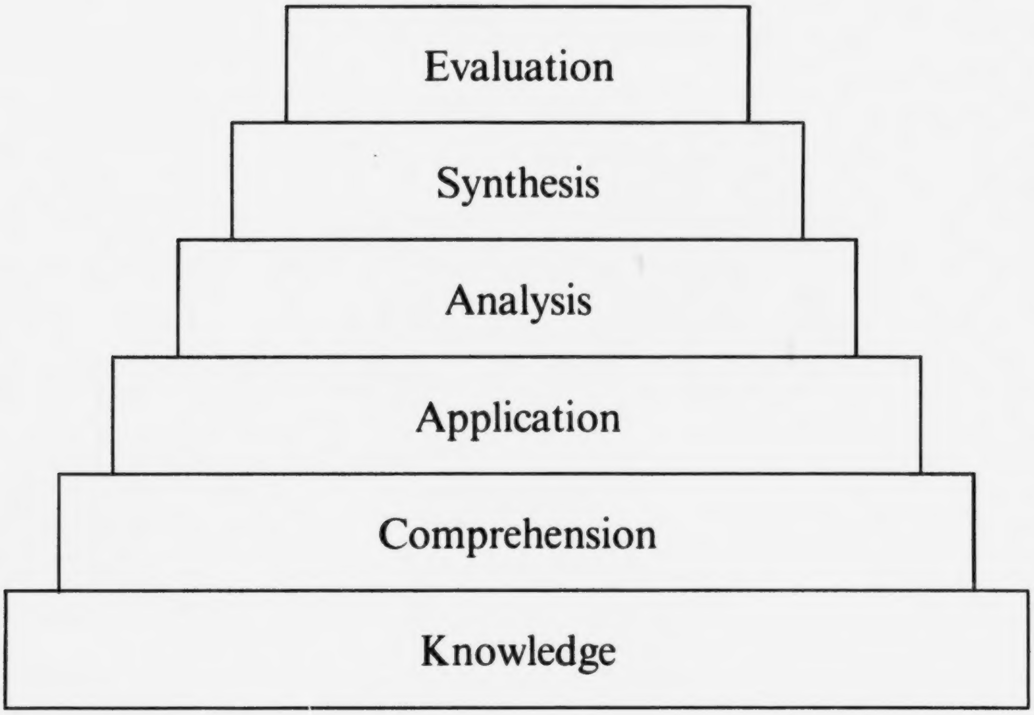
Recursive curriculum refers to an approach to classroom activities in which material previously presented is recycled on a continual basis throughout the language experience.

Recursive Curricular Approach


Functional Language Control
Full Control
Contextualization
Partial Control
Memory
Conceptual Control
Recognition

(Vicki Galloway, ACTFL Workshop on Planning and Teaching for Proficiency)

Classes should be taught in consideration of the level of proficiency of each student. Bloom's Taxonomy provides a solid framework for types of activities for each level.


Evaluation
Synthesis
Analysis
Application
Comprehension
Knowledge

The level descriptors that provide a thumbnail sketch of the language level descriptors of oral proficiency are listed on the following page.

PRACTICAL ACTIVITIES FOR EACH LEVEL ARE

1. KNOWLEDGE
   - TELL
   - DESCRIBE
   - NAME
   - REPEAT
   - REMEMBER
2. COMPREHENSION
   - EXPLAIN
   - FIND
   - DEFINE
   - ILLUSTRATE
   - DIAGRAM
   - SUMMARIZE
3. APPLICATION
   - SOLVE
   - USE
   - DEMONSTRATE
   - CLASSIFY
   - PUT IN ORDER
   - APPLY
   - REPORT
4. ANALYSIS
   - EXAMINE
   - SURVEY
   - INVESTIGATE
   - COMPARE
   - CONTRAST
   - DISTINGUISH
5. SYNTHESIS
   - CREATE
   - INVENT
   - IMAGINE
   - COMPOSE
   - PREDICT
   - PLAN
   - IMPROVE
   - WHAT IF?
   - HYPOTHESIS
6. EVALUATION
   - JUDGE
   - SELECT
   - DECIDE
   - DISCUSS
   - REFLECT
   - EVALUATE
   - VERIFY
   - ARGUE
   - PROVE
   - CONFIRM

Many materials are grammatically based and include "drill and kill" exercises focusing on yes/no type questions. For this reason, it is imperative that the instructor adapt the textbook. Four stages (Guntermann 1982) of the planning process for adapting the foreign language textbook are

Stage I	Form	Selection of Essential Grammar and Vocabulary
Stage II	Meaning	Selection of Sequencing of Meanings
Stage III	Function	Selection of Purposes
Stage IV	Communication	Application of Appropriate Learning Activities

Following a text, page by page, is not a preferred method of instruction. The teacher should adapt meaningful sections from the text and use supplementary materials as a resource to build upon. The four stages as previously identified should be followed in the adaptation process.

Language as a tool is best taught in context. The text may provide a relevant context. However, if it does not, teachers and students should feel free to construct real life situations that require real life language usage for a purpose. In real life, native speakers do not have all vocabulary for all situations. Therefore, some common communication strategies are

- Circumlocution
- Paraphrasing
- Spelling
- Gestures
- Cognate Formation
- Approximation
- Work Coinage
- Topic Avoidance.

(Vicki Galloway, ACTFL Workshop on Planning and Teaching for Proficiency)

All too often incipient speakers of a second language expend considerable time and energy searching out a particular lexical item. The worst scenario is the student who, for lack of specific vocabulary, will not express himself/herself. It is better for a student to express thoughts and achieve communication, and for the teacher to view mistakes as an essential component of a living language. Modeling is the suggested mode of error correction rather than the more traditional punitive approach of simultaneous correction of pronunciation and form.

Teaching for oral proficiency is a strategy that is

Realistic —	Language is employed in a realistic sense that interlocks with the world the student knows.
Relevant —	Language is relevant to student interests.
Reductive	Text material is streamlined.
Reaching —	Students' language abilities are stretched, making them reach to greater levels of functioning.

Recognition — Each individual is able to assess more adequately and recognize personal functional levels.

Reception and Re-entry — The curriculum is recursive and promotes retention and development.

Reward — Teacher and student are rewarded by the knowledge of observable performance abilities.

Risk — This approach requires a sense of risk-taking by the teacher and the student to use their language skills for real life communication.

Role — The teacher's role is to evaluate, motivate, facilitate and cultivate. The student's role is to challenge himself/herself with every opportunity to speak.

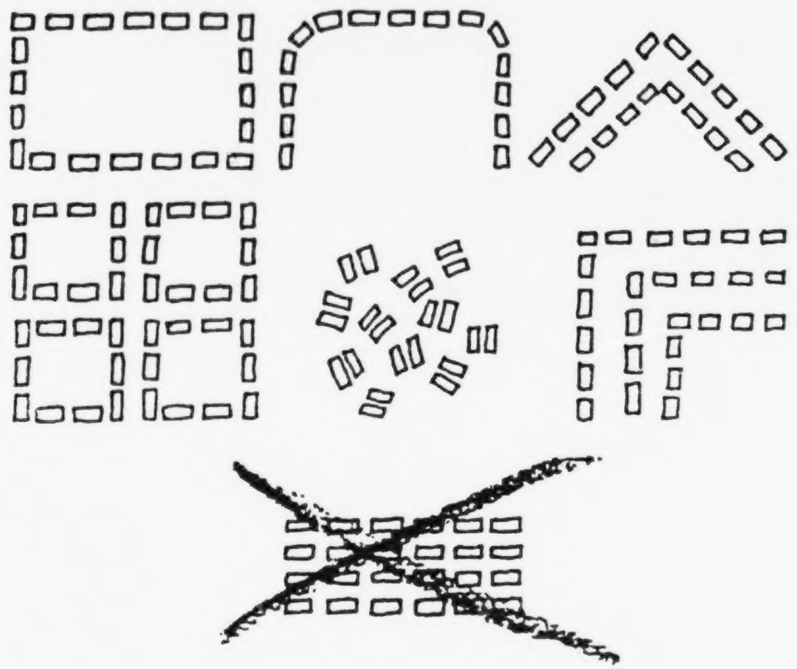
(Vicki Galloway, ACTFL Workshop on Planning and Teaching for Proficiency)

There are many methods of teaching second languages. Reference should be made to the texts referred to in the bibliography for a more complete treatment of each method. Total physical response, direct method, audiolingual method, grammar-translation, cognitive approaches, natural approach, community language learning, silent way and suggestopedia are all acceptable in the appropriate context and for a specific purpose and level. However, these methods must all be applied under the operational strategy of oral proficiency as described above.

Considerable research has been devoted to learning styles. Teachers must teach in different styles to accommodate the needs of different learners. (For a detailed treatment of learning styles and correlative research see *Experiential Learning*, David A. Kolb, Prentice-Hall, New Jersey, 1984.) The inductive and deductive approaches to the teaching/learning process must be integrated into the classroom experience. Researchers like Kolb and McCarthy have identified four types of learners: Diverger, Assimilator, Converger, and Accommodator. The same have also been defined as: Supporter, Analyzer, Controller, and Promoter. The ideal class should accommodate the needs of each learning style. The supporter needs group discussion and collaborative activities. The analyzer needs facts, data, and individual work. The controller needs to know exactly what the teacher expects and to be in charge of how he/she will achieve the outcome. The promoter needs personal direction and likes group activities. This treatment is very simplistic and requires further research by the teacher to adequately understand his/her personal style and how to teach in the four quadrants. This introduction is only meant to provide you with an introduction to the subject and encourage you to pursue the information through staff development and in consultation with your program director.

As a final note, classroom arrangement will substantially impact the flow of communication. Savignon has identified ways of arranging a communicative classroom that have worked well.

WAYS OF ARRANGING A COMMUNICATIVE CLASSROOM



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GOALS FOR SECOND LANGUAGE INSTRUCTION

SPANISH

Goals on the following pages are divided into vocabulary situations and structures for five levels of knowledge.

The goals presented are basic. It is anticipated that students will develop more language control than is described based upon individual learning abilities.

Vocabulary situations and structures include only those of very high frequency. Practical applications with the language for the student's personal needs are vital.

When teaching situations, the teacher must make the students aware of both the differences and similarities between the target and mainstream cultures as represented by lexicon, syntactic structures, and varying modes of expression.

SPANISH LEVEL 101/102

STATEMENT OF PURPOSE

The purpose of the beginning Spanish course is to develop the ability to interact linguistically and socially in an environment where Spanish is spoken. Therefore, listening comprehension and speaking skills through situations in a simulated cultural setting should be emphasized in the first two years of instruction. Simultaneously, the structure should be sequenced with the situational functions in order to develop linguistic accuracy. Striving toward accuracy does not imply that students should be expected to produce only error free utterances in the target language.

Students at the beginning level are not yet able to monitor their errors. Therefore, the sensitive teacher will provide an environment which is conducive to the students' acceptance of error correction. "Students will probably become proficient more rapidly in an environment that is accepting, relaxed, personalized, natural, and in which they are not constantly put on the defensive or made to feel guilty for failing to conform precisely to native-language models."[1]

Culture should not be presented as a separate entity, but should be an integral part of the teaching and learning of Spanish.

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[1] Higgs, Theodore V., Ed., Teaching for Proficiency, the Organizing Principle, National Textbook Company, Lincolnwood, IL, p. 79.

SPANISH LEVEL 101/102

LEVEL 101/102 OBJECTIVES

60% of the class period should be devoted to skill building.

20% of the class period should be devoted to personalizing skills learned.

20% of the class period should be devoted to cultural activities.

Listening:

Students will develop the ability to listen and comprehend classroom instructions and simple conversation in Spanish and respond appropriately, including basic translation skills.

Speaking:

Students will develop confidence in speaking in front of a group and with others. Students will be able to incorporate topics covered under situational objectives in their own personal way. Students will be able to formulate questions.

Reading:

Students will be able to pronounce Spanish sounds with acceptable accuracy. They will be able to comprehend and recombine all vocabulary learned within the first year.

Writing:

Students will be able to write words, phrases, and sentences which are correct, transmit meaning and are based on previously studied material.

SPANISH LEVEL 101/102

Vocabulary*

1. Places: school, home, community
2. Number: 1 - 1,000
3. Simple descriptions (colors, size, physical characteristics)
4. Clothing
5. Time (clock, calendar)
6. Parts of the body
7. Members of the family
8. Age
9. Idioms of physical sensations
10. Meals and food
11. Weather
12. Alphabet
13. Currency and exchange

Situations

1. Greetings, farewells and courtesies
2. Making friends
3. Shopping
4. Restaurant experiences

---

* The level designation assumes a high degree of active oral/aural control of this vocabulary by the student.

Structural Goals

1. Adjective agreement with nouns (gender and number)
2. Definite and indefinite articles
3. Simple negative
4. Subject pronouns
5. Possessive adjectives
6. Direct object pronouns
7. Personal "a"
8. Possessive case of nouns (casa de Juan)
9. Contractions (al, del)
10. Position of descriptive adjectives
11. Adverbs of place (aquí, ahí, allá)
12. Diminutives (ito)
13. Exclamations ¡Que!
14. Uses of the interrogatives and questions forms:
    - a. ¿Qué?....?
    - b. ¿Cómo....?
    - c. ¿Dónde...?
    - d. ¿Por qué.?
    - e. ¿Quién..? ¿Quiénes....?
    - f. ¿Cuántos?
    - g. ¿Cuándo?
15. Present tense of regular verbs (-ar, -er, -ir)
16. Present tense of ser, estar, ir, tener, dar, y ver
17. Uses of hay
18. Simple idiomatic uses of gusta and gustan
19. Use of 'ir a' to indicate future action.
20. Present progressive
21. Idiomatic uses of tener and hacer

Structural Goals (cont'd)

Supplemental activities are strongly recommended, such as:

1. Computer related activities
2. Participation in foreign language camps, international days, foreign language forensics competition
3. Speaker presentations in the target language by professionals who use the language in their work
4. Role play situations that require language usage in a professional manner for business, government, and education
5. Theatre, poetry, exposition and speech activities

Strategies

SCHOOL AND THE CLASSROOM

I. School and the Classroom

A. Suggested Vocabulary

See list p. 9 La escuela y la clase and List p.10 - Classroom Phrases

B. Suggested Activities

1. Select one student to be profesor or profesora. He/she calls on students to respond to the question "¿Que es eso?" referring to items in classroom. Profesor or profesora is responsible for correcting students.
2. Play "el genio." Ask for a student volunteer who feels he has mastered the classroom vocabulary. Members of the class try to "stump the genius" by asking "¿Qué es eso?" If the genius is incorrect, the asker must provide the correct response in order to become the next genius. Keep a tally of correct responses. The student with the most is genius for the day.
3. Classroom parody skit.
4. Pesos, plus charts, or extra credit to reward student usage of the classroom vocabulary and classroom phrases.
5. Homemade "CLASE" (or BINGO) with items in classroom. Have students draw pictures of classroom articles in the squares of the blank "clase" sheet that you provide. See p. 12
It's a good idea to limit the items a student may draw under each letter.
6. Pledge of Allegiance in Spanish. See p. 13

C. Related Structure

1. Commands (if you chose to teach them at this point)
2. Interrogatives
3. Definite Articles

SUGGESTED VOCABULARY

La Escuela y La Clase

- la escuela
- la sala de clase, el aula
- la clase
- la mesa
- la silla
- el lápiz
- la pluma
- la tiza, el yeso
- la tinta
- la pizarra
- el borrador
- el libro
- la página
- la palabra
- el número
- el cuaderno
- el papel
- el chicle
- el pupitre
- el escritorio
- el proyector
- la pared
- la luz
- la puerta
- la ventana
- la ventanilla
- la película
- la pantalla
- el profesor, la profesora
- el maestro, la maestra
- el estudiante, la estudiante
- el alumno, la alumna
- el mapa
- el reloj
- el techo
- el cesto, el basurero
- la bandera
- el suelo
- el ropero
- la engrapadora
- la regla
- el sacapuntas
- la piñata
- el estante
- la tarea
- la nota
- la cinta
- el sujetapapeles
- la tarjeta
- la grapa
- el tablero
- el calendario

SUGGESTED VOCABULARY

Classroom Phrases

1. Repita, repitan
2. Escuche, Escuchen
3. Diga, oiga
4. ¿Cómo se dice?
5. Dígame otra vez
6. ¿Qué dice, Señora?
7. Por favor, gracias, de nada, no hay de que
8. La pregunta
9. La respuesta
10. ¿Qué significa? ¿Qué quiere decir?
11. ¿En qué página?
12. ¿Cuándo es el examen?
13. yo entiendo, yo comprendo, no entiendo, no comprendo, no sé (pero voy a tratar) Se me olvidó.
14. ¿Cómo se deletrea? ¿Cómo se escribe?
15. Lo siento (mucho) perdón
16. Claro, exacto, ¡Cómo no¡
17. ¡Salud!
18. Ausente, presente
19. Más despacio, por favor.
20. ¿Me da permiso para ir a ...?
21. ¿Por qué no?
22. Siéntate, Siéntense
23. Levántate, Levántense

24. Cierre la puerta, el libro

25. Abra la puerta

26. Pasen adelante los papeles, por favor. Entreguen los papeles

27. Silencio, atención

28. Un momento, por favor

29. Más rápido

30. ¿Hay preguntas? ¿Hay problemas?

31. ¡Qué te (les) vaya bien!

32. ¡Buen fin de semana!

33. ¿Puedo ir al baño?

34. ¿Puede usted corregir mi composición?

mi examen

35. ¿Aprobé el examen?

36. Necesito una hoja de papel

ayuda con ...

37. No tengo mi tarea

mi libro

38. He estado ausente

39. ¿Cuál es la fecha?

40. ¿Puedo usar ...?

C	L	A	S	E
		GRATIS		

SUPPLEMENT

LA JURA DE FIDELIDAD

PLEDGE OF ALLEGIANCE

PROMETO LEALTAD A LA BANDERA DE LOS ESTADOS UNIDOS DE AMERICA. Y A LA REPUBLICA QUE LA DEFIENDE. UNA NACION BAJO DIOS' INDIVISIBLE, CON LIBERTAD Y JUSTICIA PARA TODOS.

CARDINAL NUMBERS AND ORDINAL NUMBERS

I. Cardinal Numbers and Ordinal Numbers

  A. Suggested Vocabulary

    1. Supply a list of numbers to your students.

  B. Suggested Activities

    1. A variety of games and activities with flashcards (most math departments have them or you can make your own). See Games Section.

    2. Play the "Rhythm Games" (Jazz Chant)

      a. Learn the rhythm and practice two taps on the desk using palms face down followed by two claps, followed by right-hand snap of fingers and left-hand snap of fingers.

      b. Assign each student a number - numbers do not have to be in order. You may wish to limit the range of numbers used in a particular round (e.g. 30-60, 60-100, etc.)

      c. Begin the rhythm - when fingers of right hand are snapped, the teacher gives his number. When fingers of left hand are snapped, teacher calls out another number within the established range.

      d. When the student hears his number called, he knows it is his turn. He calls out his number on the first snap, and calls out another number on the second snap.

      e. The student who just heard his number called continues in the same manner and this is continued as time permits. Numbers do not have to be called in order.

3. Play "Caracoles"
   a. The object of the game is to omit a certain number or multiples of that number, and to replace it with the word "caracoles" (e.g. 1, 2, caracoles, 4, 5, caracoles, 7, 8, caracoles, 10, etc.). You may use multiples of 3, 4, 5, or anything you wish.
   b. Students begin reciting numbers in chain fashion, one after another. When the designated number comes up, that student must say "caracoles" or is eliminated. This game is fun when it is played fast.
4. Relay races on board using numbers
5. Experts' continual arithmetic problem! After students become more comfortable with using numbers, you may want to challenge them further by dictating a long list of consecutive addition and subtraction problems. The student who has the correct answer when you finish, wins. (e.g., uno y cuatro y nueve menos dos y quince menos cinco y veinte...)
6. Personalize the use of numbers by making students responsible for knowing:
   a. their address
   b. their phone number
   c. shoe size
   d. number of classes and their room numbers
   e. license plate number of family car
   f. how many are in their family
   g. how many rooms are in their house
   h. number of countries in Central America

7. Dictation Exercise. Teacher says a number out loud, students must write correct digits. Later, students can be asked for correct spelling.

8. Written exercises. See Exercise p.18 Exercise p.19 and Exercise p.20

9. Play Bingo

C. Related Structure

1. es, son

2. ¿Cuánto? ¿Cuántos?

D. Additional Resources

Rompecabezas, No. 23, 24, 25, 26.

ORDINAL NUMBERS

I. Ordinal Numbers

A. Suggested Vocabulary

1. Primer, primero - a
2. Segundo - a
3. Tercer, tercero - a
4. Cuarto - a
5. Quinto - a
6. Sexto - a
7. Séptimo - a
8. Octavo - a
9. Noveno - a
10. Décimo - a

B. Suggested Activities

1. With class, brainstorm situations in which you would use ordinal numbers and have students think of 10 - 15 sentences using the situations.

EXERCISE

Nombre________________________ Fecha________________________

T's Aritméticas

+ - x ÷

5
2
3

1
7
9
4

8
1
3

6
1
8

3
2
7
5

4
5
0

9
1
5

2
4
6
7

5
3
8

EXERCISE

Nombre____________________________ Fecha____________________________

Aritmética Cifrada

+ x

A=	A	M	S	Z
	Z	A	A	S
Z=	A	M	S	Z
	S	S	Z	A
M=	A	M	S	Z
	M	Z	M	M
S=	A	M	S	Z
	A	M	S	Z
BONUS	A	M	S	Z
	M	Z	A	M
	Z	A	M	A
	A	M	S	Z
	+S	+S	+Z	+S

EXERCISE

Los números * Numbers

2-Letter words

One (adj.)

3-Letter words

one (m)
one (f)
two
1,000

4-Letter words

Three
six
eight
ten
eleven
twelve
100

5-Letter words

five
seven
nine
13

6-Letter words

four
15
20
1,000,000

7-Letter words

14
30
60
70
80
90

8-Letter words

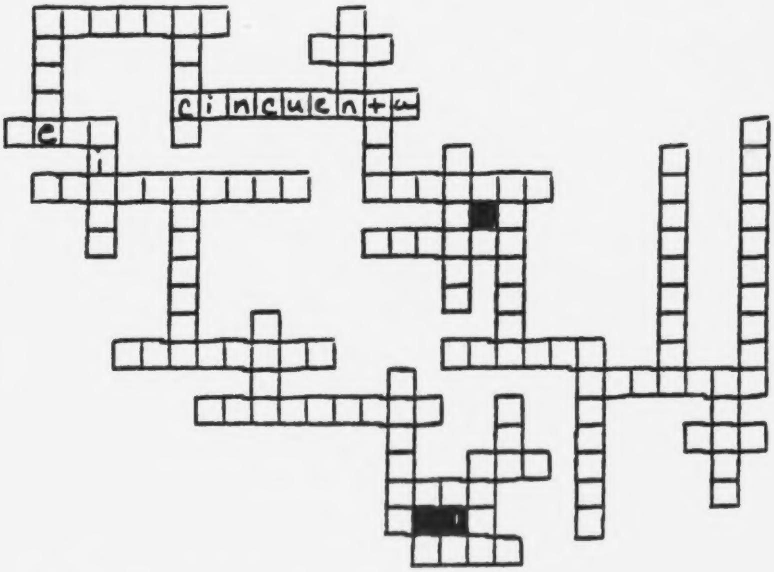
40

9-Letter words

16
18

10-Letter words

17
19



To solve this puzzle use the words given above. The words should read left to right and from the top down with one letter to each box. Remember that you must turn the word into Spanish before fitting it into the puzzle.

EXERCISE

B	I	N	G	O
		GRATIS LIBRE		

EXERCISE

B	I	N	G	O
4	18	38	59	67
14	21	45	60	66
13	25	GRATIS	32	55
11	29	31	47	73
15	17	42	58	75

SIMPLE DESCRIPTION OF A PERSON

I. Simple Description of a Person

  A. Suggested Vocabulary

  See List p.25- People Adjectives

  B. Suggested Activities

1. Assign a telephone conversation where student describes someone he has just met.
2. Play "Veinte Preguntas." (See Supplement p.26)
3. Play "¿Quién Soy?" Think of a famous person, write his/her name on a piece of paper, attach the paper to the back of a volunteer. Have students give clues so that the volunteer can guess who he is. The volunteer who requires the least clues wins.
4. Have adjectives on cards. Hand out two or three cards to each member of the class. Have students find a partner. Assign a mini-situation requiring a logical short skit which includes all the adjectives previously given to them.
5. Ask students to use their adjectives list and to combine the adjectives into pairs of opposites. Ask students to illustrate six of these pairs. (For example, see Supplements pgs. 28, 29, 30, 31 and 32)
6. Flashcard Game. Teacher holds up a flashcard. Students volunteer to tell you the opposite. Student who earns the most points, wins.
7. Have students describe their favorite teacher or a special person in their life.

8. For re-entry of several previously covered topics and for practice with adjectives, assign an "Autobiografía." See Supplement p.33.

C. Related Structure

1. Adjectives - agreement (number and gender)
2. SER and ESTAR
3. TENER

D. Culture

1. Culture Capsules, page 21, "Piropos."

E. Additional Resources

1. Amsco
2. Spanish Projectuals, no. 1, 2, 3, 4, 5.
3. Vocabulary Builder, no. 9
4. Spanish Now, pages 111 - 117.

SUGGESTED VOCABULARY

PEOPLE ADJECTIVES

feo - a
alto - a
flaco - a, delgado - a
bajo - a
gordo - a
simpático - a
loco - a
inteligente
grande
fantástico - a
pequeño - a
chico - a
guapo - a
bonito - a
magnífico - a
entremetido - a
chismoso - a
divertido - a
fuerte
bueno - a
listo - a
hermoso - a
valiente
leal

fiel
ambicioso - a
generoso - a
cortés
quieto -, callado - a
amable
independiente
débil
malo - a
lento - a
tímido - a
infiel
perezoso - a, flojo - a
tacaño - a
ruidoso - a
necio - a
tonto - a
dependiente
descortés
rubio - a
pelirrojo - a
moreno - a
castaño - a
canoso - a

viejo - a
joven
norteamericano - a
italiano - a
español, española
alemán, alemana
francés, francesa
inglés, inglesa
mexicano - a
cruel
travieso
chistoso

SUPPLEMENT

Veinte Preguntas

¿Está vivo (a)?	Is he/she alive?
¿Está muerto?	Did he/she die a long time ago?
¿Es hombre?	Is it a man?
¿Es mujer?	Is it a woman?
¿Es blanco (a)?	Is he/she white?
¿Es negro (a)?	Is he/she black?

Nacionalidades

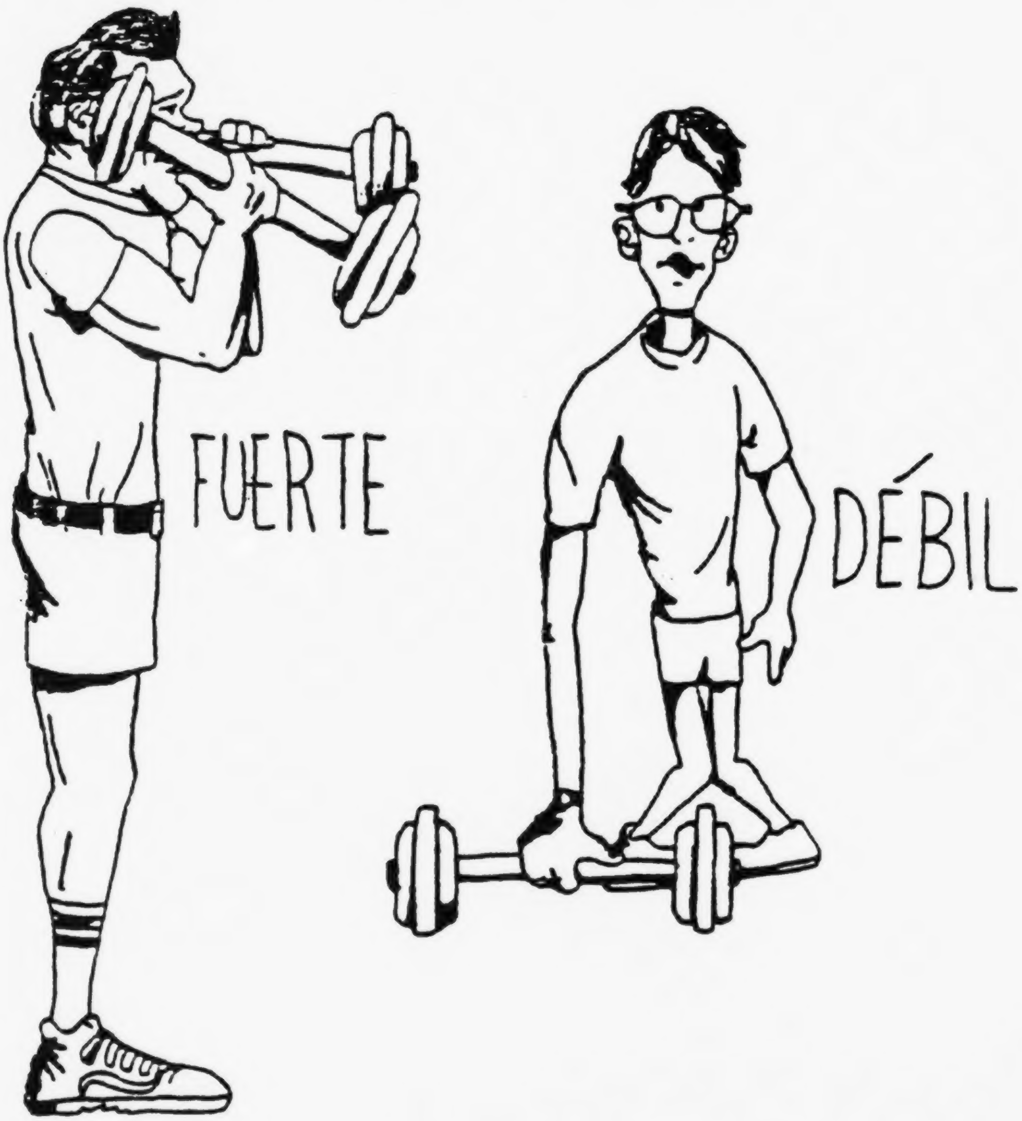
¿Es de los Estados Unidos?	Is he/she from the United States?
¿Es de Sur América?	
¿Es de Europa?	
¿Es de Rusia?	
¿Es de Africa?	

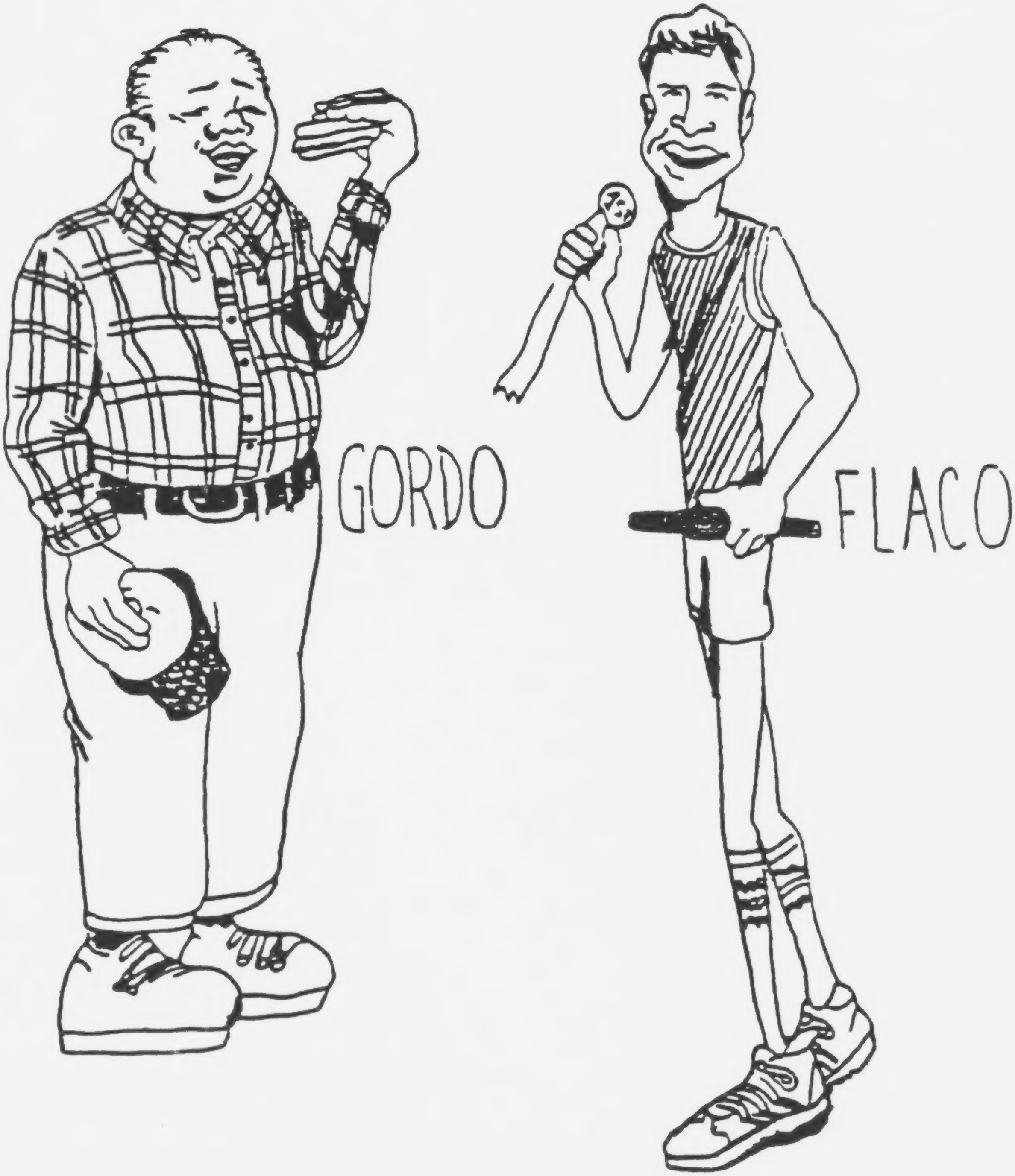
Profesiones - Occupations

¿Es cantante?	Is he/she a singer?
¿Es político?	Is he/she a politician?
¿Es atleta?	Is he/she an athlete?
¿Es actor?	Is he an actor?
¿Es actriz?	Is she an actress?
¿Es autor?	Is he/she an author?
¿Es científico?	Is he/she a scientist?
¿Es un personaje?	Is he/she a character? (not a real person)

¿Es una estrella de televisión?	Is he/she a television star?
¿Está en la televisión ahora?	Is he/she on television now?
¿Es una estrella del cine?	Is he/she a movie star?
¿Está en el cine?	Is he/she in the movies now?

LOS OPUESTOS


FUERTE
DÉBIL


GORDO
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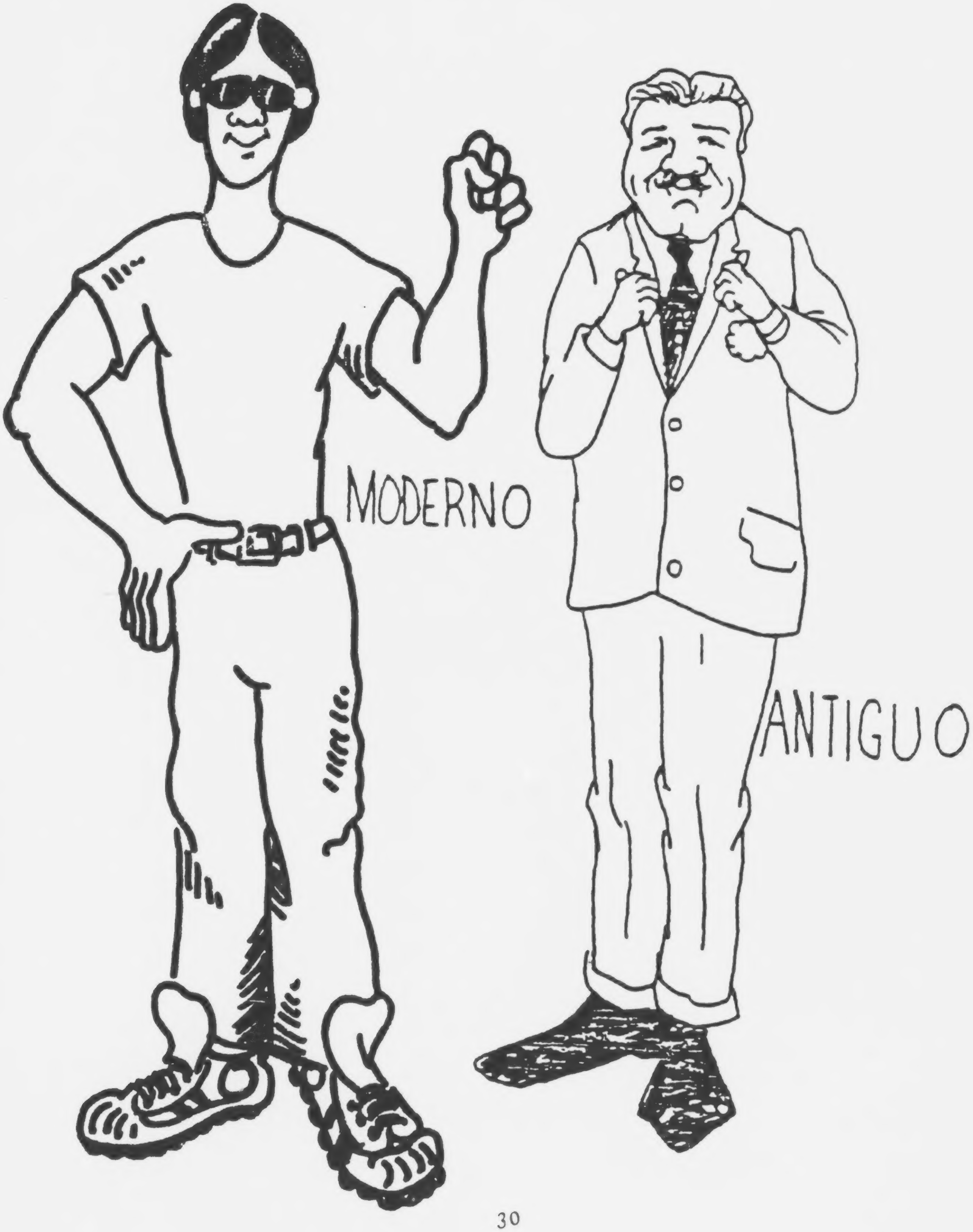
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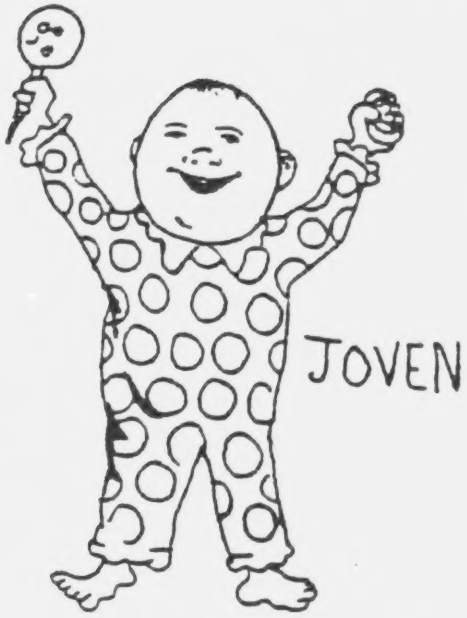
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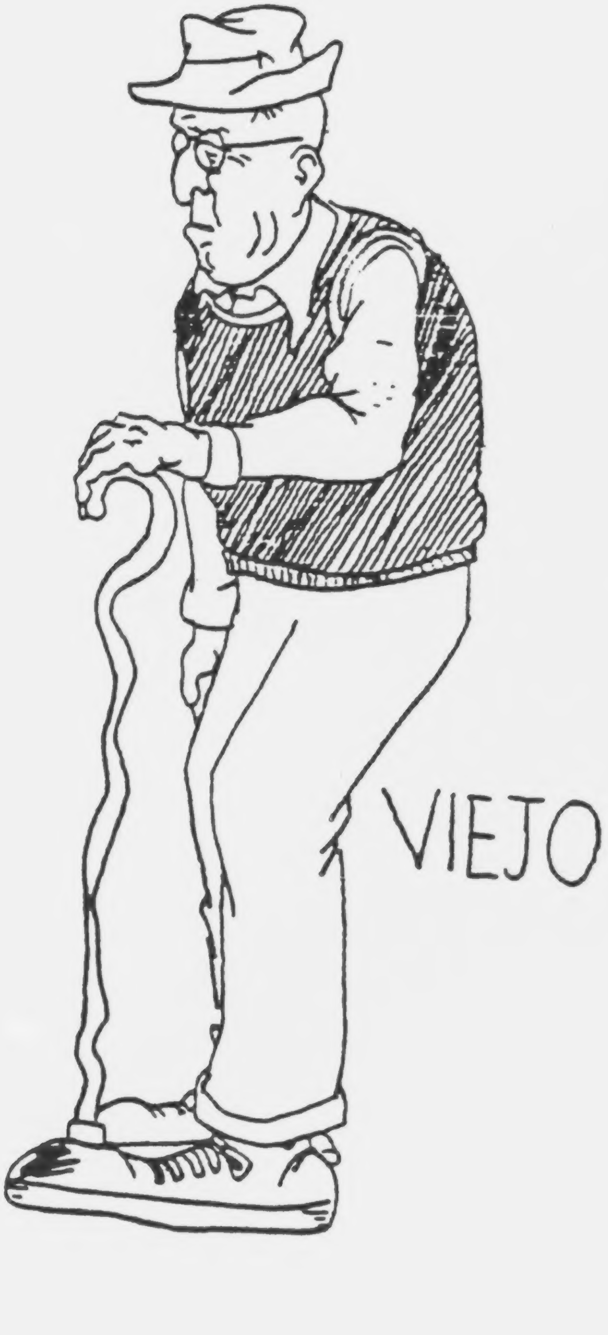
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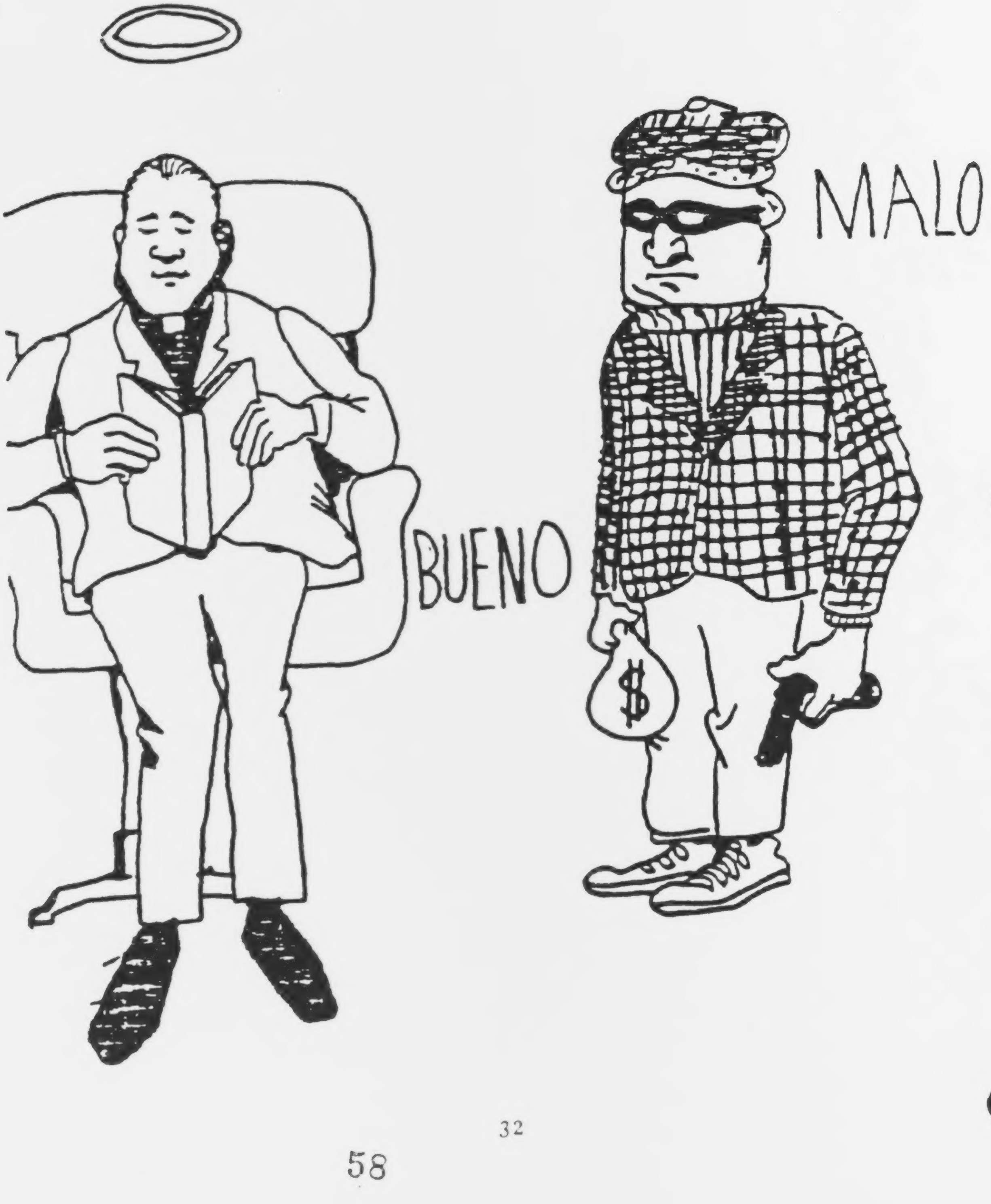
MALO
BUENO
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Autobiografía

1. 1st paragraph - write about yourself. Include:
   - a. age - Tengo ______ años.
   - b. name - Me llamo ______.
   - c. Mi película favorita es ______.
   - d. Mis comidas favoritas son ______.
   - e. Mi deporte favorito es ______.
   - f. Me gusta ______. (infinitive)
   - g. Description of yourself: Soy ______. (adjectives)
     Tengo pelo ______. (color)

   Activities:
   - a. Cuando nieva ______.
   - b. Cuando hace sol, ______.
   - c. En el verano, ______.
2. 2nd paragraph - write about your family. Include:
   - a. Hay ______ persons en mi familia.
   - b. Se llaman ______, ______. (Names)
   - c. Describe members of family. Mi hermano es ______.
   - d. Tiene ______ años.
   - e. Tiene pelo ______. (color)
   - f. Juega al ______.
   - g. Le gusta ______.

   Also include activities you do as a family. (Vamos a ______.)

SIMPLE DESCRIPTION OF THINGS

1. Simple Description of Things
   - A. Suggested Vocabulary

     See list p.35-Adjectives
   - B. Suggested Activities
     1. Bring an object, display it in front of class. Have students give you a short description for oral practice.
     2. Play "¿Qué Es?" Have something hidden, students must ask descriptive questions. Teacher may say only "sí" or "no." First person to guess, wins.
     3. Display a picture in front of class. Do a group descriptive composition where class members brainstorm adjectives, then sentences, then form a cohesive paragraph.
     4. Assign a commercial. Students must convince class to buy a product by using accurate and convincing adjectives.
     5. Assign a bargaining skit. "Vendedor" exuberantly overwhelms "cliente" with value and beauty of the disputed item. Visuals make this a lot more fun.
   - C. Related Structure
     1. Adjectives - agreement (number and gender)
     2. SER and ESTAR
     3. TENER
   - D. Culture

     Bartering system.
   - E. Additional Resources
     1. Amsco
     2. Spanish Now, pages 111 - 117

SUGGESTED VOCABULARY

Adjectives

blanco - a

negro - a

rojo - a

azul

amarillo - a

anaranjado - a, naranjado - a

verde

gris

color de rosa, rosado - a

Púrpura, purpúreo - a

morado - a

café

dorado - a

plateado - a

ancho - a

estrecho - a

largo - a

alto - a

corto - a

bajo - a

grande

pequeño - a

chico - a, chiquito - a

redondo - a

difícil

fácil

práctico - a

rápido -

hondo - a

durable

TELLING TIME AND APPOINTED TIME

I. A Las Cuatro

A. Suggested Vocabulary

1. See List - La Hora p.38

B. Suggested Activities

1. To help students build listening skills to identify time quickly. Students have a sheet of paper and a pencil. A large clock is in front of the room. The teacher says a time of day out loud in Spanish. Teacher selects one student to come up and set the clock to the appropriate time. The rest of the class writes the numbers on their paper.

2. After practicing telling time with the class, play a team game: One member from each team comes to the front of the class. The teacher sets the clock without permitting the students to see. The two players are allowed to see the clock and the first player to say the correct time in Spanish earns a point for his team. Next two students come up.

3. An expanded activity to practice appointed time is to supply students with a ditto of a large clock. Have student draw the activities they might do at each hour (can use 24-hour clock). Have them draw the activity next to each hour outside of the clock and then give an oral presentation of a day in the life of Pepe Smith (e.g. A la una, voy a la clase de matemáticas; a las dos, estudio). Good with the simple present tense.

4. Keep an hourly diary for Saturday or Sunday.

5. See Practice Exercises pgs. 40,41,42.

C. Related Structure

1. ser
2. number
3. definite article

D. Culture

See Culture Capsules

E. Additional Resources

1. Vocabulario español, Activity 3040-6, (Puzzle - ¿Que Hora Es?)
2. The Spanish Teenager, Chapter IV, Page 40, "Leisure Time Activities."
3. Lengua y Cultura, page 26-34
4. Vocabulary Builder, no. 14

SUGGESTED VOCABULARY

La Hora

¿Qué hora es?

¿Qué horas son?

Es la una

Es la una y ____.

Son las dos

Son las dos y ____.

Falta (n) ____ para la(s) ____.

Cuarto, quince

media, treinta

y

menos

mediodía (Es mediodía)

medianoche (Es medianoche)

en punto

de la mañana

de la tarde

de la noche

Es tarde

Es temprano

A tiempo

A eso de la (s) ____, etc.

A eso de

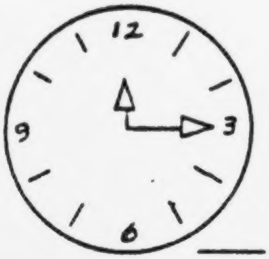
El minuto

¿ A Qué Hora?

¿ A qué horas . . . ?	
A la una . . .	
A las dos	
A las dos y _____.	
A las tres menos _____	
A mediodía	
A medianoche	
A menudo	often
muchas veces	
de nuevo	again
otra vez	
en seguida	right away, immediately
más tarde	later
poco a poco	little by little, gradually
a tiempo	on time
el sábado pasado	last Saturday
la semana pasada	last week
el año pasado	last year
el mes pasado	last month
el año que viene	next year
el año próximo	next year

PRACTICE EXERCISE

Me llamo ____________



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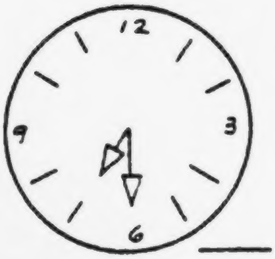

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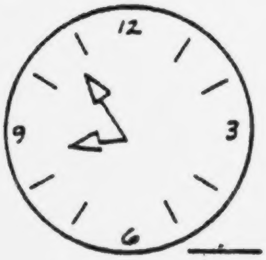

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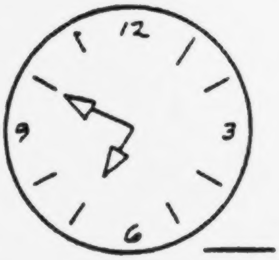

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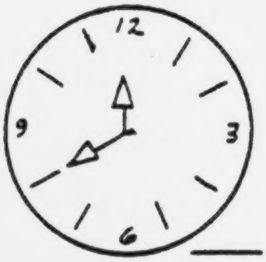

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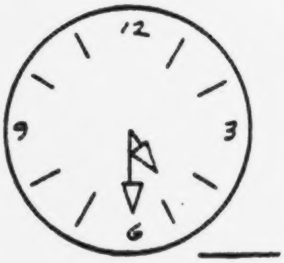

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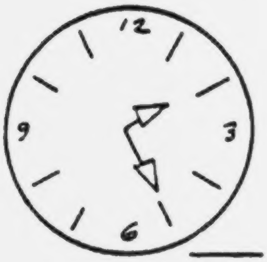

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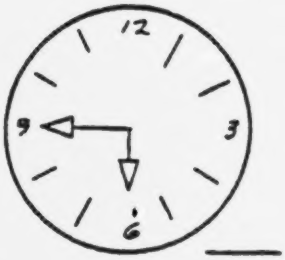

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A. Son las seis menos cuarto.

B. Son las doce menos veinte.

C. Son las cinco y media

D. Son las doce y cuarto.

E. Es la una.

F. Son las cinco menos diez.

G. Son las siete y media.

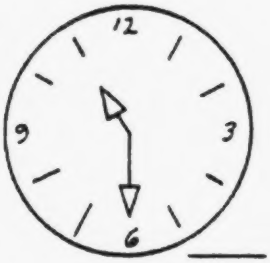
H. Son las nueve menos cinco.

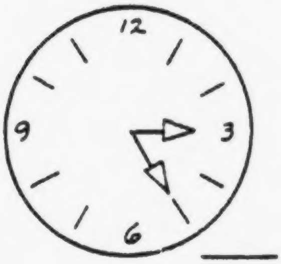
I. Son las dos y veinticinco.

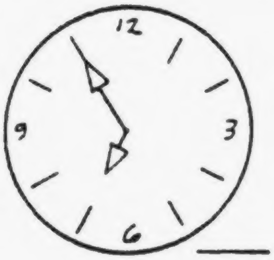
J. Son las siete menos diez.

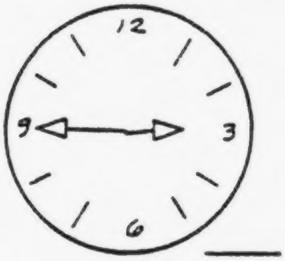
PRACTICE EXERCISE

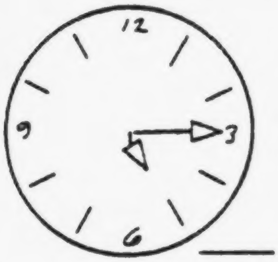
Me llamo ________________

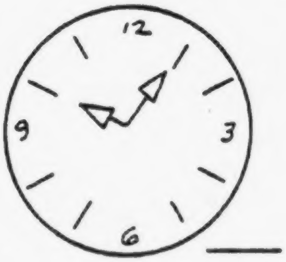


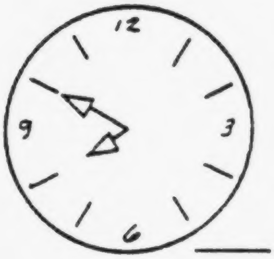


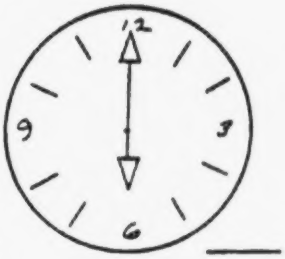












A. Son las seis.

B. Son las cuatro y media

C. Son las siete menos cinco.

D. Son las cinco y cuarto.

E. Son las tres y veinticinco.

F. Es la una.

G. Son las once y media.

H. Son las ocho menos diez.

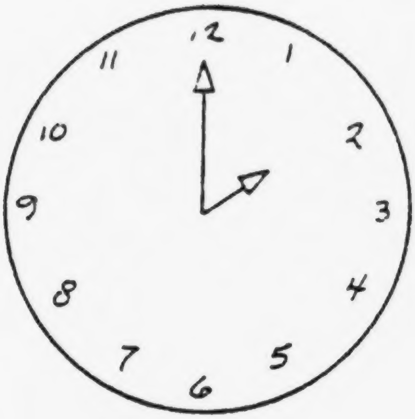
I. Son las tres menos cuarto.

J. Son las diez menos uno.

K. Son las diez y cinco.

PRACTICE EXERCISE

Me llamo ______________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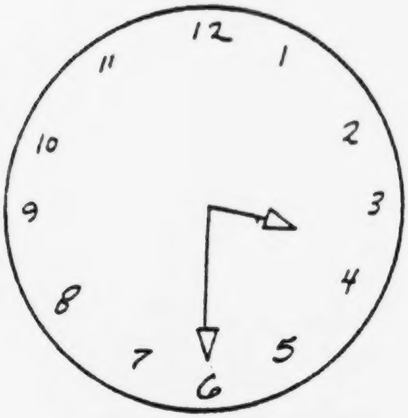
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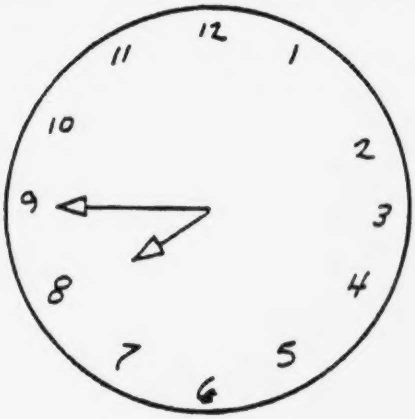
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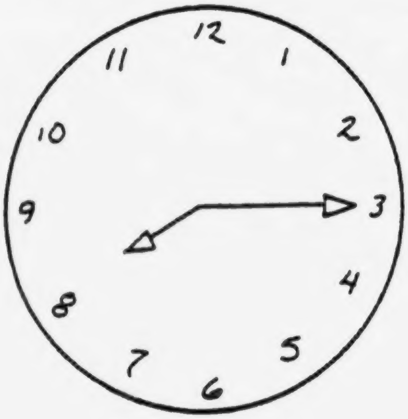
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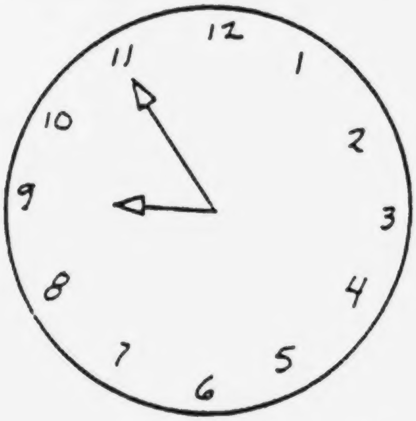
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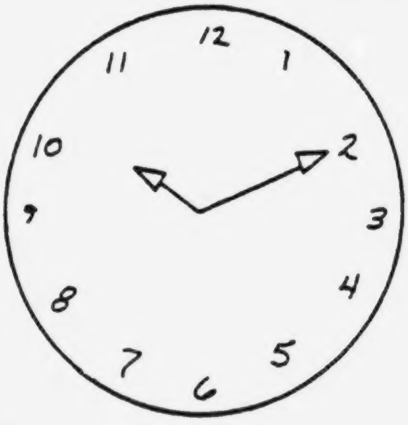
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CALENDAR DATES, DAYS OF WEEK

I. Calendar Dates, Days of Week

A. Suggested Vocabulary

See List p.45- Los días de la semana y la fecha

B. Suggested Activities

1. Have students make a calendar, one page for each month of the year, labeling days and months in Spanish.

2. Have students always head their papers with the date in Spanish.

3. Have students learn how to say their birthday in Spanish. Make a master calendar and display in room. On it, write the birthdays of the members of the class, and sing "Feliz Cumpleanos" or "Las Mañanitas" when a birthday occurs. (La Música de Salsa Picante)

4. When discussing birthdays, bring up signs of the zodiac. If you have access to Spanish newspapers or magazines, it's fun to check out students' horoscopes. For a list of signs and brief characteristics of each, see Supplement p. 80.

C. Related Structure

1. Interrogatives

2. Definite articles

D. Culture

1. Try to obtain a Spanish calendar - on it are listed the saints that correspond with each day of the year. Explain to students that when a Hispanic person's first name is the same as that of a saint, the "saint's day" (día del santo) is celebrated as well as a person's actual date of birth. For example, October

4th is St. Francis' Day (el día de San Francisco). An individual named Francisco would celebrate on that day.

E. Additional Resources

1. Spanish Projectuals, no. 26
2. Así Son Los Mexicanos I #5

SUGGESTED VOCABULARY

Los días de la semana y la fecha

Los días

lunes

martes

miércoles

jueves

viernes

sábado

domingo

La fecha

¿Cuál es la fecha? Es el _________ de _________.

¿Cuándo? ¿Cuándo es tu cumpleaños?

Mi cumpleaños es el _________ de _________.

mañana

ayer

el año bisiesto - leap year

la semana

el mes

el año

el fin de semana

la mañana

la tarde

la noche

IMMEDIATE FAMILY RELATIONSHIPS

I. Family Relationships

  A. Suggested Vocabulary

    1. See List p. 47

  B. Suggested Activities

    1. Using vocabulary games and flashcards (see Games Section) teach the members of the family.

    2. Have students guess the member of the family being described (e.g. el padre de mi padre is mi abuelo).

    3. Have students define in Spanish a family member (e.g. define la hermana de mi madre).

    4. Assign a Family Project. See Supplement p. 48

    5. For spelling practice, see sample puzzles pgs. 50, 51. These are only samples and do not necessarily use the exact vocabulary given in suggested vocabulary.

    6. Draw a family tree. Say who each picture is and one or two additional things about them.

  C. Related Structure

    1. Possession with "de."

    2. Number and gender.

    3. Definite articles.

  D. Culture

  Extended Family Relationships

SUGGESTED VOCABULARY

La Familia

la abuela	grandmother
el abuelo	grandfather
la esposa	wife
el esposo	husband
la familia	family
la hermana	sister
el hermano	brother
la hija	daughter
el hijo	son
la madre	mother
la mamá	mom, mother
la nieta	granddaughter
el nieto	grandson
el padre	father
el papá	dad
el pariente	relative
la prima	cousin (f)
el primo	cousin (m)
la tía	aunt
el tío	uncle
los padres	parents
la sobrina	nephew
la suegra	mother-in-law
el suegro	father-in-law
la cuñada	sister-in-law
el cuñado	brother-in-law

SUPPLEMENT

FAMILY PROJECT INSTRUCTION SHEET

Me llamo________

La Hora________

La fecha________

Assignment:

Make a notebook or large poster using pictures of your family and descriptive sentences in Spanish. Follow the format given to you on this page.

Due:

1. Title Page: La Familia (family's last name)
   Your name ________________
   Español, Período ____________
   La fecha es el ____________
2. Family Picture
   Underneath picture, write: Es mi familia
   Mi familia se llama (last name)________
   Mi familia es (describing word)________
3. Picture of dad or mom or both.
   Underneath picture, write: Es mi papá or Es mi padre.
   Se llama ______________
   El es (describing word)
4. Picture of each brother and/or sister.
   Underneath picture, write: Es mi hermano (a)
   Se llama ________________________
   El (ella) es (describing word)________
5. Picture of pet or pets.
   Underneath picture, write: Es mi (tell what kind of animal it is)
   Se llama ________________________
   El (ella) es (describing word)________

6. Picture of yourself.

Underneath picture, write: Me llamo (your Spanish name)

Yo soy (describing word)

See "profesora" during lab if you have any questions

Describing Words

alto
bajo
bobo
bonito
chico
cruel
fantástico

feo
fuerte
flaco
flojo
guapo
grande
industrioso

inteligente
loco
magnífico
pequeño
simpático
tonto
travieso

Animals

Caballo = horse
Conejo = rabbit
Culebra = snake
Gato = cat
Hurón = ferret
Marmota = ground hog, marmot
Pájaro = bird
Perro = dog
Ratón = mouse
Tortuga = turtle

SAMPLE PUZZLE

DISCOVER THE MEANING OF THE WORDS IN THE PUZZLE:

NOMBRE ____________

FECHA ____________

CLASE ____________

1. The mother of the family is the _ _ _ A.
2. The father of the family is the _ _ _ _.
3. The daughter of the family is the H _ _ A.
4. The son of the family is the _ _ _ O.
5. The sister of your mother is your _ _ A.
6. The brother of your father is your _ _ O.
7. The family members call themselves P _ _ _ _ _ _ _ _ S.
8. The mother and father together are called the _ _ D R _ _ of their son and daughter.
9. When a couple marries, the groom's father is the S _ _ _ _ O.
10. When a couple marries, the bride's mother is the _ _ _ _ G _ A to the groom.
11. The sister/brother of the bride call her/his newly acquired brother by marriage her/his C _ _ _ _ O.
12. The brother/sister of the groom calls his/her newly acquired sister by marriage his/her _ _ _ _ _ A.
13. The son of the married sister is the _ _ _ M O to her sister's children.
14. The daughter of the married sister is the P _ _ _ A to her sister's children.
15. Your mother's mother is your A _ _ _ _ A.
16. Your father's father is your _ _ _ _ L O.
17. The son of your parents is your H _ _ _ _ _ O.
18. The daughter of your married sister is a S _ _ _ _ _ A to you.
19. The daughter of your parents is your _ _ R _ _ _ A.
20. The son of your married sister is a _ _ B _ _ _ O to you.

ON THE BACK OF THIS PAPER LIST ALL OF THE NEW WORDS AND THEIR MEANING.

(WATCH TO MAKE SURE YOUR SPELLING IS CORRECT!)

SAMPLE PUZZLE

DIRECTIONS: FILL IN THE BLANKS:

1. MOTHER _ _ _ A
2. FATHER-IN-LAW S _ _ _ _ O
3. SON _ _ _ O
4. GRANDMA A _ _ _ _ A
5. BOY COUSIN _ _ _ _ O
6. NIECE S _ _ _ _ _ A
7. SISTER _ _ R _ _ _ A
8. RELATIVES P _ _ _ _ _ _ _ S
9. PARENTS _ _ D R _ _
10. BROTHER-IN-LAW C _ _ _ _ O
11. NEPHEW _ _ B _ _ _ O
12. BROTHER H _ _ _ _ _ O
13. GRANDPA A _ _ _ _ O
14. SISTER-IN-LAW _ _ _ A _ A
15. AUNT _ _ A
16. FATHER _ _ P _
17. UNCLE _ _ O
18. GIRL COUSIN P _ _ _ A
19. MOTHER-IN-LAW _ U _ _ _ A
20. DAUGHTER H _ _ A

WORDS:

1. Sobrino
2. Hermana
3. Sobrina
4. Prima
5. Abuela
6. Cuñada
7. Tía
8. Parientes
9. Padres
10. Suegro
11. Papá
12. Hija
13. Mamá
14. Suegra
15. Cuñado
16. Primo
17. Abuelo
18. Hermano
19. Tío
20. Hijo

PHYSICAL SENSATIONS, HEALTH, FEELINGS, (INCLUDING TENER IDIOMS)

I. Physical Sensations, Health, Feelings

  A. Suggested Vocabulary

    1. See List p. 54

  B. Suggested Activities

    1. A chain drill where one student asks one of the questions, the student behind him answers with an appropriate response. Continue exercise trying to vary questions and answers as much as possible. Emphasize gestures and expression.

    2. Make a "feelings booklet." Have students illustrate various feelings either by cutting out pictures or drawing them (e.g.

       Estoy contento cuando ☐ Estoy alegre cuando ☐)

    3. A "Sentimientos" mural or bulletin board. Put butcher paper on wall, distribute crayons or magic markers, label each section with a different "sentimiento," and have students illustrate activities that produce that feeling.

    4. For oral practice, try a drill that will elicit the desired "TENER" idiom. Examples:

       a. Yo como cuando tengo hambre
       b. Bebo cuando tengo sed
       c. Uso chaqueta cuando tengo frío
       d. Duermo cuando tengo sueño
       e. Tiemblo cuando tengo miedo
       f. Corro cuando tengo prisa

g. Pongo el aire acondicionado cuando tengo calor

h. Tomo aspirina cuando tengo dolor de cabeza

The subjects can be changed in this exercise. This may also be done in written form.

5. Exercise no. 4 above may also be done using a picture to elicit the correct TENER idiom - orally or written.

6. A skit where the students are challenged to incorporate all of the TENER idioms in one logical skit.

   Ham it up - enjoy!

C. Related Structure

   1. Forms of TENER
   2. Forms of ESTAR
   3. Number and gender
   4. Review of infinitives
   5. Interrogatives

D. Additional Resources

   1. Spanish Gestural Language
   2. Así escribimos

SUGGESTED VOCABULARY

Physical Sensations, Health, Feelings, Idioms with TENER

Preguntas

¿Qué tal?

¿Cómo estás?

¿Cómo te va?

¿Cómo está usted?

¿Cómo te sientes?

Respuestas - Any of these may begin with "estoy" or "me siento"

Great!	¡ Excelente!
	¡ Fantástico!
	¡ Formidable!
	¡ Maravilloso!
	¡ Muy bien!
	¡ Perfecto!
Average	Así - Así
	Más o menos
	Regular
Bad	Horrible
	Mal
	Malísimo
	Muy mal
	No muy bien
	Pésimo
	Terrible
	Un poco mal

Feelings

ESTAR PLUS aburrido
alegre
contento
furioso
listo
ocupado
triste

Idioms with TENER

- tener ... años
- tener calor
- tener frío
- tener hambre (f)
- tener sed
- tener razón
- tener sueño
- tener dolor de cabeza
- tener que plus infinitive
- tener la bondad de plus infinitive
- tener miedo
- tener prisa

FOODS, MEALS, AND RESTAURANTS

I. Foods, Meals, and Restaurants

A. Suggested Vocabulary

1. See List p.58 – La Comida, p. 60 - Las Comidas, p. 64 Las Frutas and List p. 66-Verbos

B. Suggested Activities

1. Play "¿Qué Soy?". Teacher has a food in mind, but may respond only sí or no. Students must ask questions in Spanish to help them guess the correct food.

2. Teacher tells class, "I am the President of Venezuela. I will be visiting the United States with a group of thirty advisors. Your restaurant will be providing a banquet dinner during our visit. I expect to be very impressed with the list of items on the menu. What will you serve us?" Have class divide into groups and brainstorm.

3. Teacher tells class, "I am from a Spanish-speaking country where we do not have the foods: pizza, hamburgers, brownies, donuts, pancakes, etc." Have the class describe these things to you using the adjectives they know.

4. Restaurant skits. See Supplement p. 67- El Restaurante and Supplement p. 68 El Diálogo.

5. Have students make up a menu complete with art work, cover page, and prices in the language. See Samples pgs. 69 and 70

6. Assign a Food Project. See Supplement p. 73

7. Play "Frutas Musicales." Played like "Musical Chairs." Teacher whispers to each student which fruit he will be (each fruit

is used twice). When two students hear their fruit called out loud, they try to exchange places, while the person in the middle also tries to get one of the two seats. You may change categories to "Carnes" or "Comida del desayuno," etc.

8. Play Concentration.
9. Wordsearch. See Supplement p. 75
10. Quiz.
11. Coloring Book. "El Libro Colorante de las Comidas Buenas,"

C. Related Structure

Nothing specific under this topic, Many points of grammar are brought in this subject.

D. Culture

1. Culture Capsules
    a. page 27, "Paying the Tab"
    b. page 39, "Meals"
    c. page 41, "Mole"
    d. page 47, "Tortillas"
    e. page 85, "Maguey"
    f. page 91, "Pulque"

E. Additional Resources

1. Spanish Projectuals, no. 20, 21, 22
2. Vocabulary Builder, no. 4, 5, 6
3. Rompecabezas, no. 36, 37, 38, 39, 40, 41.
4. Por Fronteras Culturales, no. 10.
5. Vocabulario Español, No. 3040 - 12.
6. Así Son Los Mexicanos

SUGGESTED VOCABULARY

La Comida

- el ejote
- las papas
- el apio
- el melón
- el tomate
- el hongo
- el aguacate
- la cebolla
- la zanahoria
- la naranja
- el maíz
- los frijoles
- la manzana
- la sandía
- la lechuga
- la pera
- la uva
- el ajo
- los guisantes
- el durazno
- la toronja
- la salsa
- el jamón
- el huevo
- la ternera
- el cereal
- la leche
- el jugo
- el chorizo
- el pan tostado
- el café
- el té
- el agua
- el pastel
- la torta
- las frutas
- el helado
- la nieve
- los dulces
- la galleta
- la hamburguesa
- las papas fritas
- el licuado
- el azúcar
- el arroz
- la carne
- el perro caliente
- la pasta de cacahuate

la sopa

el queso

el pollo

el pescado

la jalea

el desayuno

la cena

el almuerzo

la merienda

SUPPLEMENT

Las Comidas

I. El Desayuno

- Huevos:
  - fritos (fried)
  - pasados por agua (poached or soft boiled)
  - revuelto (scrambled)
- pan tostado (toast)
- mantequilla (butter)
- jalea (marmelade, jam)
- cereal
- crema (cream)
- café, té
- tocino (bacon)
- jamón (ham)
- salchicha, Chorizo (sausage)
- tortilla (omelet, Spain)
- miel (syrup)

II. El Almuerzo

1. Sandwiches
   - Pasta de cacahuate (peanut butter)
   - rosbif (roast beef)
   - pavo (turkey)
   - pollo (chicken)
   - quesadilla (cheese)
   - con mayonesa (mayonnaise)

mostaza (mustard)
salsa de tomate (catsup, ketchup)
leche (milk)
refrescos (soda, pop)
con arroz (with rice)

2. Sopa:

de tomate (tomato)
de hongos (mushroom)
de albóndiga (meatball)
de legumbres (vegetable)
de pollo (chicken)

III. La Cena

1. Carne:

puerco asado (roast pork)
pollo (chicken)
pavo (turkey)
jamón (ham)
biftec (steak)
conejo (rabbit)
chuletas de cordero (lamb chops)
chuletas de puerco (pork chops)

2. Pescado:

trucha (trout)
cangrejo (crab)
camarones (shrimp)
langosta (lobster)

3. Legumbres:

guisantes or arvejas (peas)

la batata (sweet potato)

el camote (sweet potato)

espárragos (aspragus)

coliflor (cauliflower)

zanahoria (carrots)

habichuelas, judías (string beans)

maíz (corn)

apio (celery)

frijoles (beans)

lechuga (lettuce)

las patatas (potatoes)

las papas (potatoes)

tomate (tomato)

espinacas (spinach)

aguacate (avocado)

ensalada (salad)

salsa (dressing, gravy)

4. Postre:

pastel (pie)

torta (cake)

helado (ice cream)

chocolate (chocolate)

galletas (cookies)

pan dulce (sweet bread)

5. Frutas:

la sandía (watermelon)

el durazno (peach)

la pera (pear)

la naranja (orange)

la piña (pineapple)

la manzana (apple)

la lima (lime)

el limón (lemon)

IV. Food Preparation

frito (fried)

guisado (stewed)

hervido (boiled)

asado (roasted, broil)

cocido al horno (baked)

a la parrilla(grilled)

hecho a la barbacoa (barbecue)

cocido al vapor (steamed)

V. Table Service

mesa (table)

silla (chair)

tenedor (fork)

cuchillo (knife)

cuchara (spoon)

vaso (glass)

taza (cup)

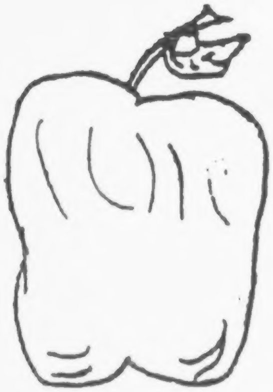
tazón (bowl)

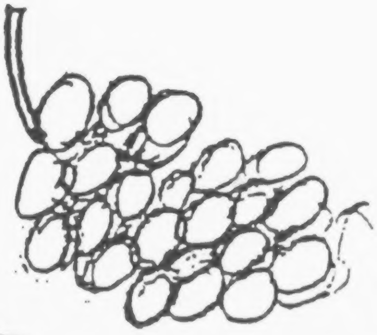
servilleta (napkin)

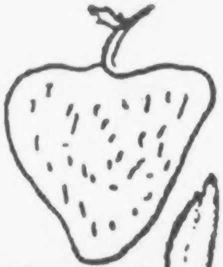
plato (plate)

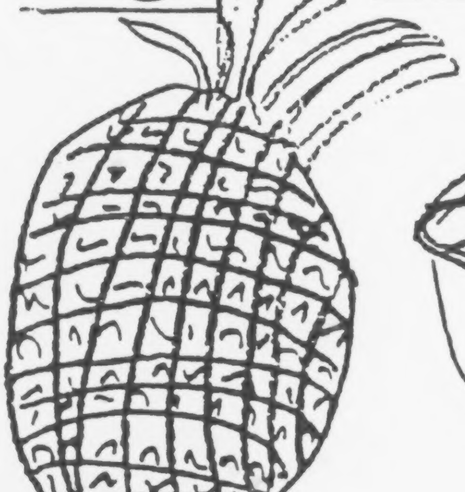
platito (saucer)

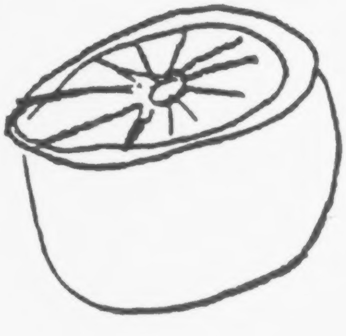
SUNKIST











SUGGESTED VOCABULARY

Las Frutas

la naranja

la manzana

las uvas

el plátano

la fresa

la pera

el limón

las cerezas

el durazno

la sandía

la piña

las pasas

el melón

la ciruela

SUGGESTED VOCABULARY

Verbos

Pedir la lista de vinos	To ask for the wine list
Comer el postre	To eat dessert
Disfrutar la cena	To enjoy the supper
Tomar el coctel	To have a cocktail
Leer el menú	To look at the menu
Pedir langosta	To order lobster
Pagar la cuenta	To pay the check
Escoger un bocadillo, un aperitivo, una tapa	To pick an appetizer
Reservar una mesa	To reserve a table
Dar la propina al camarero	To tip the waiter

SUPPLEMENT

El Restaurante

Tres personas: Dos amigos y un mesero

A: Tengo Hambre

B: Yo también -¿Este es un café bueno? Entramos.

Mesero: ¿Qué desean?

A: (al mesero) Sí queremos una mesa para dos.

Mesero: Siéntense aquí, por favor - Aquí tiene ud el menú.

¿Qué desean ustedes?

B: Yo quiero ____________________. (fill in food order)

A: A mi me gusta (n) ____________________.

Mesero: Bueno. Un momento. (El mesero trae la comida)

Mesero: Aquí está ____________________, y aquí tiene usted ______________.

A and B: Gracias (comen)

A: ¡ Ah mesero! Yo necesito __________ (tenedor, cuchillo, cuchara, servilleta)

B: ¡ Qué comida tan rica!

B: La cuenta, por favor - (Mesero trae la cuenta)

A: Voy a pagar - ¿Dónde está la caja?

Mesero: La caja está allí. Muchas gracias.

SUPPLEMENT

Diálogo*

Señorita - Por favor, traígame una sopa cualquiera.

Camerero - Aquí tiene su sopa de almejas. Es la especialidad de la casa.

S - Muchas gracias. ¡Qué bien huele!

C - Cuanto me alegro, señorita. Nuestro restaurante se esmera por servir bien a sus clientes.

S - ¡Ah! ¡Qué horror! Hay un pelo en la sopa.

C - Pues la culpa no es nuestra. Yo soy calvo y el cocinero también.

* Traígame - bring me

Cualquiera - any

Huele - it smells

Me alegro - I'm happy

Se esmera por - take pains to

Culpa - blame

Calvo - bald

Cocinero - chef

SAMPLE

El Menu*

KM. 41 CARRETERA MEXICO-QUERETARO
FAVOR DE ANOTAR LA CANTIDAD DESEADA CON NUMERO
EN LA CASILLA CORRESPONDIENTE
EJEMPLO

4 10.50 TACOS POLLO CAMITOS COCA-COLA 3.00 3

3.50	CONSOME DE POLLO
18.50	LOMO DE RES RANCHERO
18.00	FILETE ENCEBOLLADO
18.50	MILANESA CON ENSALADA
19.00	CHULETA DE CERDO A LA PLANCHA
18.50	CECINA DE CERDO CON GUACAMOLE
16.00	ORDEN DE CARNITAS
10.00	ORDEN DE CHICHARRON
18.00	1/2 POLLO CON PAPAS
20.00	BOX LUNCH MEXICANO
12.50	ENCHILADAS DE POLLO A LA MEX.
10.50	TACOS POLLO CARNITAS
10.50	TACOS PICADILLO CHORIZO
8.50	HUEVOS RANCHERO A LA MEXICO
12.00	HUEVOS CON JAMON FRITOS REVUE
10.00	HUEVOS CON CHORIZO
7.50	HAMBURGUESAS
9.00	HAMBURGUESAS CON QUESO
3.50	HOT DOGS
5.00	TORTAS DE JAMON
5.00	TORTAS DE PIERNA

PAPAS A LA FRANCESA	3.50
ORDEN DE GUACAMOLE	3.50
ORDEN DE TORTILLAS	2.50
MANZANA PINA	5.50
PANQUE DE PASAS	3.00
HELADOS VAINILLA CHOC.	4.00
CAFE	2.50
LECHE	2.50
MALTEADA DE FRESA	5.00
MALTEADA DE CHOCOLATE	5.00
COCA-COLA	3.00
FANTA	3.00
SPRITE	3.00
JUGO DE NARANJA	3.50
CERVEZA CLARA OBSC.	5.00

VIPS FAVOR DE TOMAR ASIENTO; CUANDO SU PEDIDO ESTE LISTO SERA
CAMPESTRE LLAMANDO POR EL NUMERO Y COLOR DE SU ORDER

NO.

*These prices are from around 1975. Have your students update the prices according to the current rate of exchange and explain to them that currencies change in value.

SAMPLE

El Menú

BUENOS DIAS

JUGOS Y FRUTAS
JUICES AND FRUITS

Jugo de Frutas de Temporada
Seasonal Fruit Juice

Jugo V-8
V-8 Juice

Nectar de Uva, Ciruela o Manzana
Grape, Prune, or Apple Nectar

Papaya, Melón, Sandía, Piña o Toronja
Papaya, Cantaloupe, Watermelon, Pineapple or Grapefruit

CEREALES FRIOS O CALIENTES
HOT OR COLD CEREALS

Servidos con Crema o Leche
Served with Cream or Milk

Con Fruta
With Fruit

HUEVOS
EGGS

Huevos Tibios, Fritos o Revueltos
Boiled, Fried or Scrambled Eggs

Huevos Rancheros o a la mexicana
Eggs "Ranch or Mexican" Style

Con Tocino, Jamón o Salchichas
With Bacon, Ham or Sausages

Omelette al Gusto
Your Favorite Style of Omelette

Orden de Tocino, Jamón o Salchichas
Order of Bacon, Ham or Sausages

Con Miel
With Syrup

Con Tocino, Jamón o Salchichas
With Bacon, Ham or Sausages

DEL HORNO
FROM THE OVEN

Bisquets con Mantequilla y Mermelada
Biscuits with Butter and Marmalade

Pan Dulce Surtido
Assorted Sweet Rolls

Pan Tostado
Toast

Panecillos Ingleses (2)
English Muffins (2)

ALMUERZOS TIPICOS MEXICANO
TYPICAL MEXICAN BREAKFASTS

Molletes con Frijoles y Queso
"Molletes" with Beans and Cheese

Chilaquiles con Pollo
"Chilaquiles" with Chicken

Puntas de Filete a la mexicana
Tenderloin Tips Mexican Style

Carne Asada a la Ranchera
Beef Roasted Ranch Style

BEBIDAS
BEVERAGES

Café o Té
Coffee or Tea

Nescafé

Leche Pasteurizada
Pasteurized Milk

Chocolate al Gusto
Hot or Cold Chocolate

EXPRESO
EXPRESS

Jugo de Fruta
Fruit Juice

Pan Dulce o Tostado con Mantequilla
y Mermelada
Sweet Rolls or Toast with Butter
and Marmalade

Café, Té o Leche
Coffee, Tea or Milk

Fruta Fresca o Jugo de Fruta
Cereal Frío o Caliente Servido
con Crema o Leche
Huevos al Gusto o Hot Cakes o Waffles
con Miel
Jamón, Tocino, o Salchichas
Pan Dulce o Tostado con Mantequilla
y Mermelada
Cafe, Té, Chocolate o Leche

Seasonal Fruit or Fruit Juice
Hot or Cold Cereal Served with cream
or milk
Eggs cooked as you wish or Hot Cakes,
Waffles with Syrup, Ham Bacon or
Sausages
Sweet Rolls or Toast with Butter and
Marmalade
Coffee, Tea, Chocolate or Milk

SUPPLEMENT

La Comida - Food Project

This project is to be done at home, on your own time. You should color and decorate to make the project attractive.

Instructions:

1. Title Cover - L¿ Comida
2. Table of Contents - Divide into the following areas:
    - a. el desayuno
    - b. el almuerzo
    - c. la carne
    - ch. la cena
    - d. la fruta
    - e. el postre
    - f. Las bebidas
    - g. la mesa (includes salt/pepper or items typically set on a table.)
3. Choose from your Vocabulary Sheet on foods three items each of the above topic (21 items in all) and cut out magazine pictures or draw the items. Place the items, two per page, on plain or colored paper.
4. For each item chosen, write the following:
    - a. identify the item, example: Es la leche / Son las papas fritas
    - b. describe the item, example: La pera es amarilla
    - c. write a question and answer using the item in the question and answer. Example ¿Quieres la leche? Sí quiero la leche.
5. Grade will be based on:
    - a. Neatness and attractiveness
    - b. Organization

    c. Spelling
    d. Correctness of grammar
6. Bind together and turn in to teacher.

SUPPLEMENT

WORD SEARCH

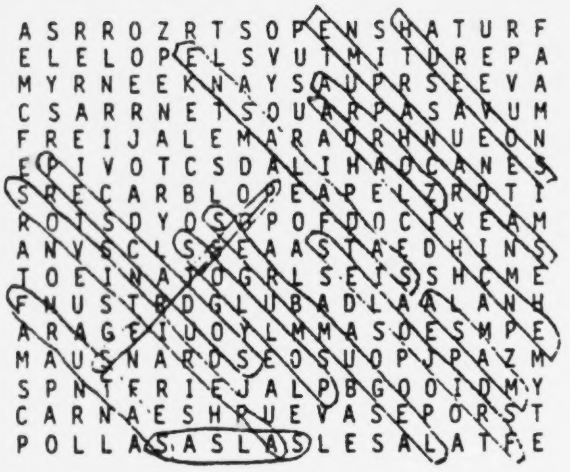
```
A S R R O Z R T S O P E N S H A T U R F
E L E L O P E L S V U T M I T U R E P A
M Y R N E E K N A Y S A U P R S E E V A
C S A R R N E T S O U A R P A S A V U M
F R E I J A L E M A R A D R H N U E O N
E P I V O T C S D A L I H A O C A N E S
S R E C A R B L O P E A P E L Z R D T I
R O T S D Y O S O P O F D O C I X E A M
A N V S C L S S E A A S T A E D H I N S
T O E I N A T O G R L S E I S S H C M E
F N U S T R D G L U B A D L A A L A N H
A R A G E I U O Y L M M A S O E S M P E
M A U S N A R D S E O S U O P J P A Z M
S P N T F R I E J A L P B G O O I D M Y
C A R N A E S H P U E V A S E P O R S T
P O L L A S A S L A S L E S A L A T F E
```

The words listed below are hidden across, up, down, backward or diagonally in the puzzle. Find each word and circle it.

APERITIVOS
ARROZ
CARNES
EMPANADAS
ENCHILADAS
ENSALADAS
FRIJOLES
FRUTAS
HUEVOS
LEGUMBRES
MASA
PESCADOS
POLLOS Y AVES
POSTRES
POSTRES
SOPAS

SPANISH WORD SEARCH

Solution



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A S R R O Z R T S O P E N S H A T U R F
E L E L O P E L S V U T M I T U R E P A
M Y R N E E K N A Y S A U P R S E E V A
C S A R R N E T S O U A R P A S A V U M
F R E I J A L E M A R A D R H N U E O N
E P I V O T C S D A L I H A D C A N E S
S R E C A R B L O P E A P E L Z R O T I
R O I S D Y O S B P O F D O C I X E A M
A N Y S C L S G E A A S T A E D H I N S
T O E I N A T O G R L S E I S S H C M E
F M U S T B D G L U B A D L A A L A N H
A R A G E I U O Y L M M A S O E S M P E
M A U S N A R D S E O S U O P J P A Z M
S P N T E R I E J A L P B G O O I D M Y
C A R N A E S H R U E V A S E P O R S T
P O L L A S A S L A S L E S A L A T F E
```

102

MONTHS, SEASONS, WEATHER (WITH HACER)

I. Months, Seasons, Weather

  A. Suggested Vocabulary

  See list p. 79

  B. Suggested Activities

    1. Have students illustrate the seasons using cut-outs or original drawings. Label in Spanish.
    2. Have a short, daily weather report, calling on a different member of the class each day. If you choose, you may assign each student a day of the month for his report.
    3. Make a "¿Qué tiempo hace?" bulletin board or offer it as an extra credit project to students.
    4. Name a season to class. Have students tell you in Spanish:
      a. The months of that season.
      b. The weather of that season.
      c. Some popular activities (sports, etc.)
      d. The holidays that fall during that season.

  C. Related Structure

    1. Hacer
    2. Definite articles

  D. Culture

    1. See "Holidays" section.
    2. Contrast months, seasons, weather. South America versus North America
    3. Treinta días hay en septiembre, son abril, junio y noviembre; de veintiocho sol hay uno, Los demás son de treinta y uno.

E. Additional Resources

1. Vocabulary Builder, no. 27.
2. Spanish Projectuals, no. 33, 34, 35, 36.

SUGGESTED VOCABULARY

Months, Seasons, Weather

Months - Los Meses

enero
febrero
marzo
abril
mayo
junio
julio
agosto
septiembre
octubre
noviembre
diciembre

Seasons - Las Estaciones

el otoño
el invierno
la primavera
el verano

Weather - El Tiempo

¿Qué tiempo hace?
hace frío
hace calor
hace buen tiempo
hace viento
hace mal tiempo
hace sol
hace fresco
está nublado

llover - la lluvia
nevar - la nieve

SUPPLEMENT

El Horóscopo

Piscis:	(20 febrero - 21 marzo) Muy sensible, responsable e impresionable.
Aries:	(22 marzo - 20 abril) De voluntad fuerte y muestra mucha energía.
Tauro:	(21 abril - 21 mayo) Diligente, determinado, y paciente.
Géminis:	(22 mayo - 21 junio) Conocidos por su versatilidad y dualidad. Pueden hacer muchas cosas a la vez.
Cáncer:	(22 junio - 23 julio) Sensible, doméstico, fiel, reservado.
Leo:	(24 julio - 23 agosto) Independiente, un jefe fuerte, Apasionado.
Virgo:	(24 agosto - 23 septiembre) Práctico, preciso, metódico, muy correcto
Libra:	(24 septiembre - 23 octubre) Amable y simpático, le gusta la gente.
Escorpión:	(24 octubre - 23 noviembre) Personalidad fuerte, inteligente, diligente.
Sagitario:	(23 noviembre - 23 diciembre) Inteligente, imaginativo pero práctico
Capricornio:	(23 diciembre - 20 enero) Determinado, ambicioso, paciente, leal.
Acuario:	(21 enero - 19 febrero) Creativo, progresivo, lleno de sorpresas.

LEVEL 101/102

I. SITUATIONAL GOALS

I. Greetings and Farewells

A. Suggested Vocabulary

See List - Greetings and Farewells p. 82

B. Suggested Activities

1. After teaching the vocabulary of greetings and farewells it can be reinforced by handing out reward pesos when you hear the student use them with you or with a fellow student.
2. Teach appropriate cultural gestures that go "hand in hand" with greetings (refer to Spanish Gestural Language). In a discussion, contrast United States with Hispanic greetings and farewells.
3. Assign a "first-day-back-at-school" skit, greeting friends they haven't seen over the vacation months. Ask students to imagine they are in a Spanish-speaking country and to try to use appropriate gestures and expressions. (This is a good activity that will put their new Spanish names into practice.)

C. Related Structure

1. estoy, estás, está

D. Culture

See Culture Supplement - Greeting Courtesies p. 83

E. Additional Resources

1. Spanish Gestural Language
2. Así son los mexicanos I, number 1

SUGGESTED VOCABULARY

Greetings and Farewells

Saludos

Buenos días

Buenas tardes

Buenas noches

Hola

¿Qué tal?

¿Qué pasa?

¿Qué hay?

¿Cómo te va?

¿Cómo está(s) (n)?

¿Cómo le va?

¿Cómo te va?

Señor, Señorita, Señora

Muy bien, gracias

Así - así

Regular

Despedidas

Adiós

Hasta pronto

Hasta luego

Hasta la vista

Hasta mañana

Hasta la próxima

¡Qué le(te) vaya bien!

¡Qué Dios te (le) bendiga!

Vaya con Dios

CULTURE SUPPLEMENT

Greeting Courtesies

Common Hispanic greetings are:

1.	Un fuerte abrazo	Men who know each other well greet each other with a firm embrace.
2.	A kiss	Women often greet each other with a kiss on the cheek. Women sometimes kiss both cheeks.
3.	A handshake	Boys and girls, men and women of all ages greet each other and depart with a handshake. The Hispanic handshake is one firm shake of the hand, not a pumping motion. In some Latin American countries, women will not grasp the hand firmly because this is a sign of being aggressive, and she must maintain her femininity in all circumstances.

INTRODUCTIONS AND PRESENTATIONS

I. Introducción y presentacion

  A. Suggested Vocabulary

  See list p.85- Introductions and Presentations

  B. Suggested Activities

    1. Assign a skit (after a demonstration by teacher) where student introduces himself to the class and then introduces one friend to another. The new friends respond appropriately.

    2. A chain exercise whereby students go up and down the rows, one by one, introducing themselves and greeting each other. Can be completed in three minutes.

    3. Have students teach their parents how to greet someone and introduce themselves in Spanish. Students will get extra credit or a peso if parents use their newly learned Spanish when they see you at Back-to-School Night or at another school event.

  C. Related Structure

    1. soy, eres, es

    2. gender

  D. Culture

    1. Teacher may want to emphasize idea of formality and respect used during introductions, including body language and tone of voice.

SUGGESTED VOCABULARY

Introductions and Presentations

Quiero presentarle a ...

Mucho gusto, tanto gusto

El gusto es mío

Servidor, servidora

A sus órdenes

Encantado - a

Es un placer

¿Quién es usted...? ¿Quién eres tú?

Yo soy....

Mi nombre es ....

GIVING NAMES

I. Llamarse

A. Suggested Vocabulary

1. ¿Cómo?
2. Me llamo
3. Te llamas
4. Se llama
5. Nos llamamos
6. Se llaman
7. yo
8. tú
9. él
10. ella
11. usted
12. nostros
13. ellos
14. ellas
15. ustedes

B. Suggested Activities

1. Supply a list of some popular Spanish names to students. Assign a Spanish name to each student or have student select his own. See List p. 88

2. Concentration name game: First student is asked to stand up and introduce himself to the class in Spanish. He then goes to the board, draws one figure, steps aside to let everyone see it, erases it, and sits down. Second student stands up, introduces himself, introduces first student, goes to board, repeats drawing of first student and adds another figure, steps aside for class to see, erases it, and sits down. Repeat in this manner with each student in class. If a student forgets the name of someone in the class, he may not add his one figure to the board. (This activity helps teacher learn each student's name quickly).

3. A good follow-up or alternative activity to no. 2 is Name Game: Have students walk around at will and ask each other " Cómo te llamas?" and expect an answer beginning with "Me llamo..."

After allotted practice time, give each student a piece of masking tape and assign a number (1, 2, 3, 4, 5, etc.) to each student. Have students wear masking tape on left lapel. Have students number a sheet of paper with as many numbers as there are people in class. Then students are ready to walk silently around with their papers, and write Spanish name of student on their papers corresponding to the same number as on the masking tape. When teacher calls time, students exchange papers for correction. Teacher calls on number one to stand up and identify himself with "Me llamo ...," number two, etc. Student with most correct names wins the game.

C. Related Structure

1. Subject pronouns
2. Llamarse
3. Interrogative ¿Cómo?

D. Culture

If you want to go into an expanded explanation of the way names are formed, see Level II, Topic IV (Extended Family Relationships).

E. Additional Resources

1. Usted y Yo, page LC I, LC 3, LC 4 for list of common Spanish first names.
2. Modern Language Teaching Techniques for good suggestions on making easy visuals for teaching subject pronouns.
3. Spanish Projectuals, No. 12
4. Vocabulario Español, Activity Sheet no. 3040-1 (word search names)
5. Así escribimos
6. Spanish for Mastery
7. Nuestros Amigos

SUGGESTED VOCABULARY

Nombres Salvadoreños Y Sus Apodos

Adolfo, Fito
Alejandra, Jandra
Alejandro, Jandro
Alfredo, Fredi
Alicia, Licha
Angel, Lito
Antonio, Tono, Tonito
Arcadia, Caya
Arturo, Turi
Baltazar, Balta
Baudilio, Lilo
Carlos, Carlin
Carmen, Mela
Celena, Mina
Concepción, Conchita
Consuelo, Chelo
Doris, Dora
Dorotea, Tea
Edmundo, Mundo
Eduardo, Guayo
Elena, Nena
Elisa, Licha
Elisabeth, Beti

Elisio, Licho
Emilia, Milita
Enrique, Quique
Ernestina, Tinita
Ernesto, Neto
Eufracio, Guacho
Francisco, Paco, Chico
Graciela, Chela
Guadalupe, Lupita, Yumpi
Guillermo, Memo
Incarnación, Chon
Isabel, Chavela
Isaura, Chagua
Jesús, Chus
Julia, Julita
Joaquina, Quina
José, Chepe
Jose María, Chema
Leticia, Leti
Lilian, Lila
Magdalena, Magda
Manuel, Meme
Margarita, Yita

María, Mari

María Luisa, Licha

Marta, Tita

Martina, Tina

Matilda, Mati

Máximo, Mas

Mercedes, Menche

Milagro, Mila, Milita

Morena, More

Napoleón, Napo

Noemi, Mema

Pedro, Pepito

Racquelina, Lorena

Rafael, Lito

Ramón, Moncho

Renaldo, Reino

Roberto, Tito, Beto

Rodolfo, Fito

Rosario, Chayo

Salvador, Chamba

Teresa, Tere

Tomasa, Tana

VARIED SHORT COMMON COURTESIES

A. Suggested Vocabulary

1. Gracias
2. De nada
3. Por nada
4. No hay de que
5. Por favor
6. ¡Salud!
7. Con permiso
8. Es propio (response to "con permiso")
9. Es suyo
10. Perdón
11. Perdóneme
12. Dispense (n)
13. Me permite...
14. Buen provecho
15. Buen apetito
16. Mande
17. Lo siento
18. Favor de . . .

B. Suggested Activities

1. Play charades - either provide the vocabulary on slips of paper or have students make up situations for pantomime.
2. Flashcard review and follow-up with a vocabulary game.
3. Constantly reinforce student usage of common courtesies in Spanish with pesos, extra credit, plus charts, etc.

D. Culture

1. Inform students of the predominance of courtesies in everyday Hispanic life. Emphasize that their usage is not an occasional thing, but rather a habit. It might be fun and culturally authentic to borrow this habit from our Spanish neighbors and make it a part of your classroom and everyday life. Try it - you may win friends and influence people!

E. Additional Resources

1. Culture Capsules, "Courtesy Towards Women."

KNOWING PEOPLE

I. Conocer

- A. Suggested Vocabulary
  - 1. Yo conozco
  - 2. Tú conoces
  - 3. él conoce
  - 4. ella conoce
  - 5. usted conoce
  - 6. nosotros conocemos   Followed by "a"
  - 7. ellos conocen
  - 8. ellas conocen
  - 9. ustedes conocen
- B. Suggested Activities
  - 1. Drill the various forms of conocer using repetition drills, substitution drills, etc.
  - 2. Question-answer practice (teacher - student, student - student) using conocer. You can have students make up the questions ahead of time.
  - 3. Provide the answer, have students make up the question.
- C. Related Structure
  - 1. Conocer
  - 2. Personal a
- D. Culture

  Proverbios: Cortesía de boca, gana mucho a poca costa

THE SITUATIONAL DIFFERENCE

I. Tú and Usted

  A. Suggested Vocabulary

    1. Tú

    2. Usted

  B. Suggested Activities

    1. After examining the differences between tú and usted, have students make up a mini-situation and present it twice - once formally and once familiarly.

    2. Give students a list of examples and have them respond whether they would address that person as "tú" or "usted."

      a. locker partner

      b. principal

      c. mother

      d. grandfather

      e. doctor

      f. milkman

      g. store clerk

      h. younger brother

      i. dog

      j. president of United States

      k. waiter

      l. best friend

      m. a new acquaintance

      n. your parents' best friends

      o. your coach

      p. your girlfriend/boyfriend

C. Related Structure

1. Subject pronouns (tú, usted)

D. Culture

1. When you meet someone for the first time (regardless of age), it is good manners to address them with "usted." "Tú" denotes a closeness and familiarity that has taken time to build. Students of close age or young people tend to dispense with formality more quickly. A student in an Hispanic country always uses "usted" when addressing a teacher. The teacher may use "tú" when addressing the student.

Parents in Hispanic countries are taught to treat their parents and other adults with the utmost respect.

In some countries it is common to hear a son address his father with "usted" or "señor."

Note that the elements of familiarity and formality are inherent factors in the Spanish language.

E. Additional Resources

1. Así son los mexicanos I, number 1

SUPPLEMENT

Me llamo ______________

La Hora ______________

La fecha es ___________

Regular ar Verbs

desear
viajar
escuchar
bailar
contestar
llevar
esquiar
bajar
cantar
comprar
tomar
necesitar
buscar
entrar (en)
trabajar
llegar
ayudar
andar
montar
llamar
cortar
invitar

preparar
explicar
estudiar
pintar
visitar
usar
nadar
preguntar
enseñar
mirar
hablar
patinar
cocinar
bailar

SUPPLEMENT

Me llamo ____________

La hora ____________

La fecha es __________

Er and Ir Infinitives

ER

- Vender
- Responder
- Correr
- Leer
- Prometer
- Comprender
- Comer
- Beber
- Aprender

IR

- Abrir
- Decidir
- Escribir
- Recibir
- Sufrir
- Vivir

SER Y ESTAR

I. The Situational Difference

A. Suggested Vocabulary

SER	ESTAR
1. yo soy	1. yo estoy
2. tú eres	2. tú estás
3. él es	3. él está
4. ella es	4. ella está
5. usted es	5. usted está
6. nosotros somos	6. nosotros estamos
7. ellos son	7. ellos están
8. ellas son	8. ellas están
9. ustedes son	9. ustedes están

B. Suggested Activities

1. Unscramble the sentence in the boxes. Teacher may create these and give them to students to work out - or students may be asked to create them and exchange papers.

a.

está	7	mi
listo	contento	hermano

b.

de	el mercado	Donde
está	San Juan	grande

2. Dehydraded Sentences. Have students rewrite sentence or say it out loud providing correct form of SER or ESTAR.

a. La muchacha/ausente.

b. yo/de California.

3. Assign an "Autobiografía" asking students to show as many different uses of SER and ESTAR as possible. Refer to Supplement p. 33

4. Have class divide into groups of two. Assign a Spanish cartoon strip where students must show as many different uses of SER and ESTAR as possible.

5. Surprise your students by wearing an old T-shirt to school on the front of which you have written the uses of SER and on the back of which you have written the uses of ESTAR. (Talk about a walking visual!) You can have students make their own T-shirts as well. It might be fun to present your T-shirt to the student who does best on the SER-ESTAR test.

6. Use your bulletin board. On it, display the verb forms, the rules, examples, visuals, etc. Hopefully, students will refer to it and it will serve as consistent reinforcement.

C. Related Structure

1. SER and ESTAR
2. Subject pronouns
3. Subject-verb agreement

D. Culture

Point out that English does not have two ways to say "to be," and that this is a unique feature of Spanish.

E. Additional Resources

1. Amsco, Book I and Book II
2. Spanish Now, page 96 - 101
3. Lengua y Cultura, Primera Etapa, Chapters 6, 7, 8.

LIKES, DISLIKES (WITH GUSTAR)

I. Likes, dislikes

A. Suggested Vocabulary

1. (a mí) me gusta (n)
2. (a ti) te gusta (n)
3. (a él, a ella, a ud.) le gusta (n)
4. (a nosotros) nos gusta (n)
5. (a ellos, a ellas, a Vds.) les gusta (n)

B. Suggested Activities

1. Infinitive Chain Reaction. First student begins by saying "Me gusta comer." Second student says "Me gusta comer y beber." Third student says "Me gusta comer y beber y jugar," etc. This may be varied by changing the subjects. Pictures may be used as visual cues.
2. Have students make a "likes and dislikes" chart, using visuals if desired. They may use any vocabulary they know, such as foods, T.V. programs, sports, colors, animals, etc. See Exercise p. 100
3. A short oral presentation with a structured format can be done written, orally, or both.

C. Related Structure

1. Gustar
2. Indirect object pronouns
3. Infinitives

Additional Resources

1. Spanish Now, page 145 (reading selection, explanation, and assorted exercises)
2. Amsco, Level I, page 125 (exercises)
3. Lengua y Cultura, pages 118 - 124 (exercises)

EXERCISE

Me llamo ____________

Hora ______________

La fecha es __________

Me gusta _________ porque es muy _________. A mi padre no le gustan __________ porque son muy __________. A mi mamá le gustan _________ y ________ porque son muy _________. A mi profesora de español no le gusta ________. A mis amigos les gusta ________ porque ________.

Tarea:

1. Fill in the blanks with a logical and correct choice. Use any vocabulary you have had that would make sense.
2. Memorize the entire paragraph paying very close attention to correctness of pronunciation.
3. Be prepared to present your speech to the class on Friday.
4. HELPFUL HINT: It is always more interesting when you bring a visual.

Grading: Correctness of Spanish - 50%
Pronunciation - 50%

SPANISH LEVEL 201/202

LEVEL 201/202 Objectives

50% of the class period should be devoted to skill building.

25% of the class period should be devoted to personalizing skills learned.

25% of the class period should be devoted to cultural activities.

Listening:

Students will understand Spanish when spoken at normal speed on a subject within the range of the student's experience, including translation and interpretation.

Speaking:

Students will speak well enough to communicate directly with others, manipulating vocabulary and structures according to level.

Reading:

Students will be able to comprehend reading material containing vocabulary and structures previously studied. They will be able to read aloud with acceptable pronunciation, and will progress to reading and comprehension of simple stories.

Writing:

Students will be able to write guided dialogues, make lists, and take dictation according to their level.

SPANISH LEVEL 201/202

Vocabulary

1. Daily routine
2. Means of transportation
3. Sports
4. Recreation, entertainment, and the arts
5. Animals
6. Expansion of courtesies (greetings, farewells, mealtime expressions, school topics.
7. Clothes (materials, size, measurement, accessories)
8. Expression of personal opinion (me parece, creo que, etc.)
9. Reinforcement and enlargement of Level I vocabulary (Extended family relationships, landscape description, etc.)

Situations

1. Telephoning
2. Travel and customs (purchasing tickets, reading timetables, documentation, etc.)
3. Money exchange
4. Interviews
5. Likes, dislikes, needs, wants and desires
6. Conversation with a policeman
7. Renting a car
8. Discuss with friends: registration, classes, etc.
9. Express flattery
10. Simulate mealtime conversation
11. Buying materials
12. At the department store
13. At the jewelry store

Structural Goals

1. The double negative
2. Demonstrative pronouns, including éste, ése, aquél
3. Review stem changing verbs
4. Possessive adjectives (long form)
5. Present tense irregular verbs
6. Present progressive tense
7. Reflexive verbs
8. Preterite of ar, er, and ir verbs
9. Preterite of stem changing and irregular verbs
10. Imperfect tense
11. Hace + time + que + rest of sentence
12. Uses of definite articles
13. Acabar de + infinitive
14. Conocer vs. saber
15. Prepositions followed by infinitives
16. Prepositional pronouns
17. Adverbial forms (mente, bien, mal)
18. Comparative and superlative
19. Double object pronouns

Supplemental activities are strongly recommended, such as:

1. Computer related activities
2. Participation in foreign language camps, international days, foreign language forensics competition, etc.
3. Speaker presentations in the target language by professionals who use the language in their work
4. Role play in situations that require language usage in a professional manner for business, government, and education
5. Theatre, poetry, exposition and speech activities

LEVEL 201/202

Strategies

I Extended Family Relationships

A. Suggested Vocabulary:

See list p.106

B. Suggested Activities:

1. Teach Hispanic double last names. See Cultural supplement p.107
2. Practice with Exercise p.109 (family tree fill-in.)
3. Have students make their own family tree, label in Spanish, use both last names.
4. Have students bring a picture of relative and describe it.
5. Have students create an imaginary family in Spanish. (e.g., names of famous people, celebrities, comic strip or literary characters can be used to add interest.) Make a collage or family tree to illustrate. Give an oral presentation describing the new family.

C. Related Structure:

1. Possession using "de" (e.g., Es la abuela de Juan).
2. Adjectives
3. Present tense of tener
4. Hoy
5. Cuantos

D. Culture

1. See culture supplement p.111, "The Family."

E. Additional Resources

Holt, Rinehart and Winston, Spanish Projectuals, Level I, No. 6, No. 7.

SUGGESTED VOCABULARY

La Familia

*	la madre	mother
*	el padre	father
*	el hijo	son
*	la hija	daughter
*	el esposo, marido	husband
*	la esposa, señora	wife
*	el primo, la prima	cousin
*	el hermano	brother
*	la hermana	sister
*	la tía	aunt
*	el tío	uncle
*	la abuela	grandmother
*	el abuelo	grandfather
*	la nieta	granddaughter
*	el nieto	grandson
*	la sobrina	niece
*	el sobrino	nephew
*	el cuñado	brother-in-law
*	la cuñada	sister-in-law
*	la suegra	mother-in-law
*	el suegro	father-in-law
*	la madrastra	stepmother
*	el padrastro	stepfather
*	la bisabuela	great grandmother
*	el bisabuelo	great grandfather
*	la madrina	godmother
*	el padrino	godfather

CULTURE SUPPLEMENT

1. Song:

   Se llama Rodriguez, por parte de padre

   Se llama Fernandez, por parte de madre

   Se llama María

   María del Carmen

   María del Carmen, Rodríguez-Fernández Ole!

2. Spanish last names

   A simple formula for formation of Spanish names is:

Joe (José)		Michael (Miguel)
1st name		middle name
Smith	y	Johnson
Father's last name		Mother's maiden name

   If a girl should marry, she may change her name as follows:

   Maria del Carmen Rodriguez y Fernandez

   to

   María del Carmen Rodríguez de Gómez

3. Martínez, Hernández, Sánchez, López, Rodríguez, and Fernández are some common Spanish last names. The suffix - ez - stands for "the son of" e.g., Martínez - "the son of Martin."

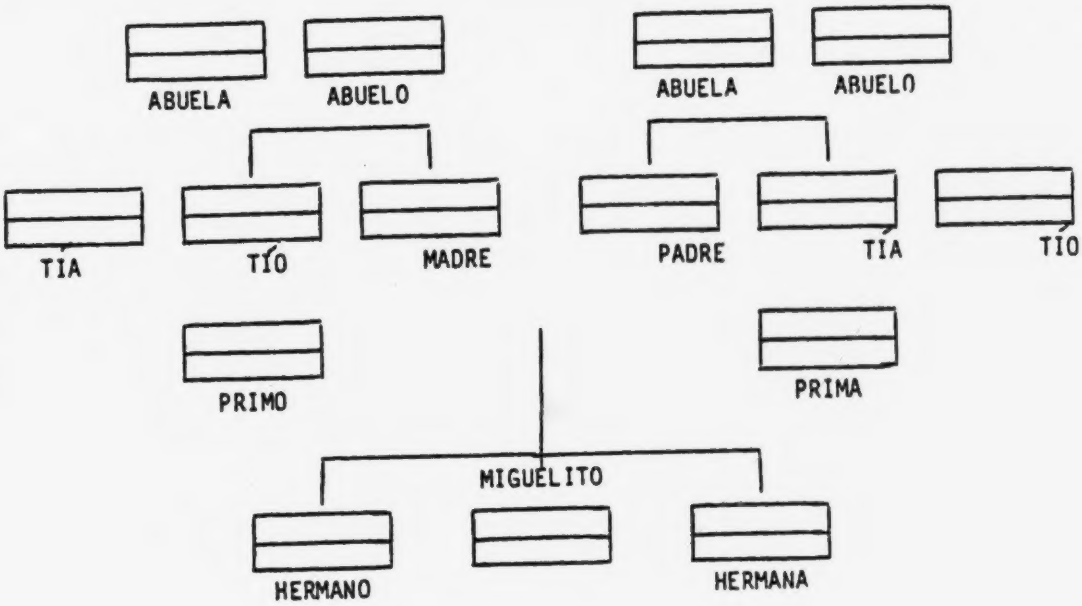
4. Some commonly used Spanish titles are: DON, DOÑA, SEÑOR, SEÑORA, SEÑORITA. Don and Doña are special titles preceding a person's first name and are given as a symbol of respect for age or accomplishment. E.g., Don José, Doña Luz.

5. ITO, ITA are suffixes often attached to a person's first name for endearment or affection. E.g., Miguelito, Pepito, Jorgito.

6. Proverbs: Cuando tenía dinero,
Me llamaban Don Tomás.
Cuando se acabó el dinero.
Me llamaban Tomás, no más.

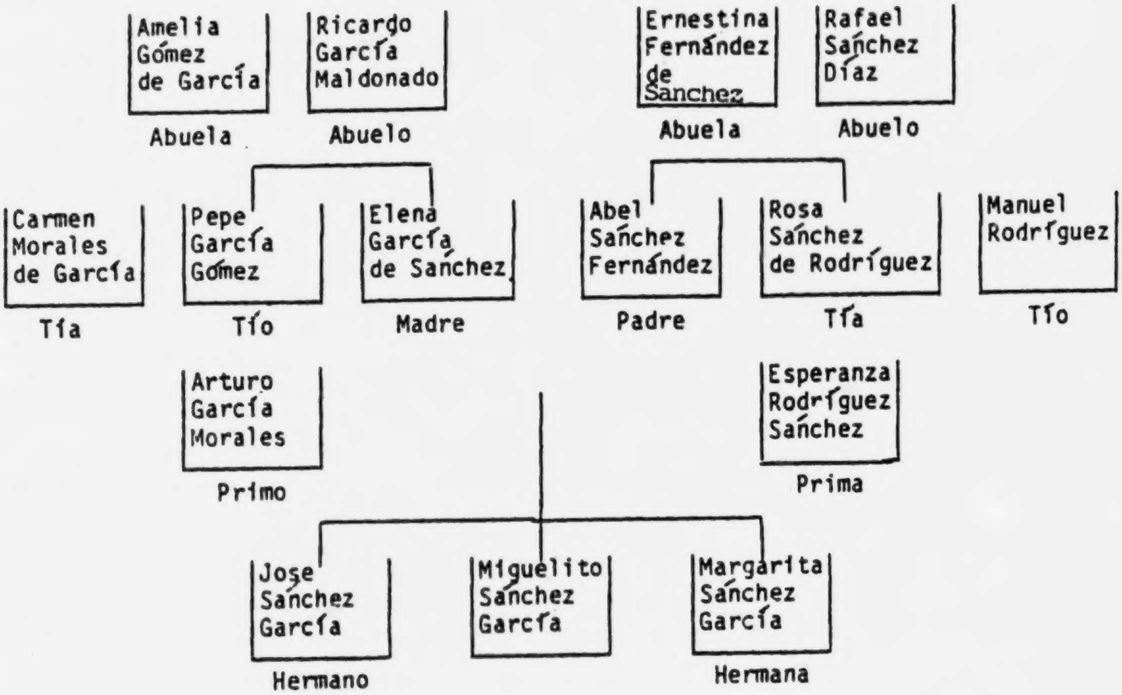
Por los hijos
se conocen los padres.

EXERCISE
La Familia de Miguelito


ABUELA
ABUELO
ABUELA
ABUELO
TÍA
TÍO
MADRE
PADRE
TÍA
TÍO
PRIMO
PRIMA
MIGUELITO
HERMANO
HERMANA

EXERCISE

La Familia de Miguelito


Amelia Gómez de García
Abuela
Ricardo García Maldonado
Abuelo
Ernestina Fernández de Sánchez
Abuela
Rafael Sánchez Díaz
Abuelo
Carmen Morales de García
Tía
Pepe García Gómez
Tío
Elena García de Sánchez
Madre
Abel Sánchez Fernández
Padre
Rosa Sánchez de Rodríguez
Tía
Manuel Rodríguez
Tío
Arturo García Morales
Primo
Esperanza Rodríguez Sánchez
Prima
José Sánchez García
Hermano
Miguelito Sánchez García
Margarita Sánchez García
Hermana

CULTURE SUPPLEMENT

"The Family"

1. The Hispanic family bond is strongly felt and expressed. Family members are extremely loyal to each other. The word "familia" does not only include parents and brothers and sisters but also aunts, uncles, grandparents, cousins, godparents and in-laws.
2. Family members often live near each other, making family visits and get-togethers easier and more frequent. Since such closeness exists family members are able to assist and enjoy one another in their daily lives.
3. The father still is considered the head of the family, to whom all owe respect and obedience.
4. A unique addition to the Hispanic family is the compadre or comadre (godfather, godmother). The terms are often used in reference to close friends of the family.
5. A young Hispanic girl will usually live with her parents until her mariagè. If work or studies take her to another city, arrangements are made for her to stay with a relative, if possible.
6. Proverbios: Más vale onza de sangre
   que libra de amistad.
   El hermano para el día malo.

XI LANDSCAPE DESCRIPTION

I. Paisaje

  A. Suggested Vocabulary

    1. See Vocabulary p.114-Los Colores
    2. See Landscape Vocabulary XIIb
    3. Review of weather expressions

  B. Suggested Activities

    1. Using slides from *La Música es la Gente* (*Music is People*), have students describe orally in writing the scenery from selected slides.

      a. Recommended slides

        1. Macchu Picchu (ordered through unit "Peru")
        2. Lake Titicaca (ordered through unit "Bolivia")
        3. Tikai (ordered through unit "Guatemala")
        4. Iguasu Falls (ordered through unit "Brazil")
        5. Corcovado (ordered through unit "Brazil")
        6. Pão de Azucar (ordered through unit "Brazil")

    2. Have students bring a magazine picture or any scenery shot and describe it.

    3. The teacher provides one picture for the entire class. The teacher lists the vocabulary to be used. Individual students or students in groups combine the vocabulary to form as many sentences as they can that pertain to that picture, striving for agreement and a cohesive paragraph.

    4. In groups or individually, students write a landscape description of a picture they have selected. Teacher collects all

pictures and posts them. Students read their descriptions to class, class guesses which picture is being described. HINT TO TEACHERS: Have students provide pictures - this saves time.

C. Related Structure

1. Adjective agreement and placement
2. Ser versus Estar
3. Hacer with weather expressions

D. Additional Resources

1. La Música es la Gente (Music is People)
2. National Geographic
3. El Mundo Hispánico
4. Américas
5. District-owned films and media

SUGGESTED VOCABULARY

Los Colores

1. blanco (oscuro)
2. negro (claro)
3. azul
4. rojo
5. amarillo
6. verde
7. púrpura, morado, purpúreo
8. anaranjado, naranjado
9. color de rosa, rosado
10. café, castaño, moreno
11. gris
12. beige
13. color de oro, dorado
14. plateado
15. violeta
16. azul marino
17. de color escarlata
18. verde olivo
19. azul turquesa
20. de color aguamarina
21. chartreuse
22. cobrizo
23. de color de alhucema
24. rebio
25. colorado

SUGGESTED VOCABULARY

LANDSCAPE

1. el continente	continent
2. el país	country
3. la capital	capital
4. el puerto	seaport
5. el estado	state
6. la provincia	province
7. la ciudad	city
8. el pueblo	town
9. las montañas	mountains
10. el llano	plain
11. el océano	ocean
12. el río	river
13. el lago	lake
14. el mar	sea
15. el golfo	gulf
16. la península	peninsula
17. la isla	island
18. este	east
19. oeste	west
20. norte	north
21. sur	south
22. el clima	climate
23. la costa	coast
24. el bosque	forest
25. la selva	jungle
26. el desierto	desert
27. la frontera	border
28. seco, árido	dry
29. mojado	wet
30. el riego	irrigation
31. la población	population
32. el gobierno	government
33. desembocar	to empty into
34. rodear	to surround
35. estar al lado	to be next to

SUGGESTED VOCABULARY

EXPANDED EXPRESSIONS OF COURTESY

Vocabulary

1. *para servirle
2. *a sus órdenes
3. *quisiera
4. *a la orden
5. *(su) servidor, (su) servidora
6. *me permite...
7. *disculpe, dispense
8. *por favor
9. *gracias
10. *de nada, no hay de que
11. *pase usted
12. *salud
13. *buen provecho
14. *tenga la dondad de...
15. *si me hace el favor de...
16. *anticipc con placer...
17. *si fuera posible
18. *mucho gusto
19. *que le vaya bien
20. *vaya con Dios
21. *es usted muy amable
22. *con permiso

TELEPHONING

I. El Telefono

   A. Suggested Vocabulary

      1. See List p.118 - El Teléfono

   B. Suggested Activities

      1. Do a telephone conversation skit (as props, you may purchase toy telephones at discount stores). See Sample Dialogue p. 119.

      2. For oral practice or for oral testing, the student prepares a sample telephone situation (inviting someone to a party, consoling a sick friend, asking someone for a date, getting make-up work, etc.) and tries it out with another student or the teacher.

      3. Teacher-led discussion on the topic of the absence of a telephone in the house and the implications to the teenager.

   C. Culture

      1. Culture Supplement p.120

   D. Additional Resources

      1. The Newspaper, page 30-31.

      2. Spanish Projectuals, number 8.

      3. Culture Capsules

      4. Nuestros Amigos (a good telephone conversation)

SUGGESTED VOCABULARY

El Telefono

*¿Bueno?	Hello (Mexico)
*¿Diga? ¿Dígame?	Hello (Spain)
*¿Aló?	Hello (Other Countries)
*¿Qué Hay?	
*Oigo	Hello (Cuba)
*A ver	Hello (Colombia)
*Buenas tardes, familia	Family name
*Buenas noches, familia	Family name
*¿Quién habla?	Who is speaking?
*¿Cón quién habla?	To whom am I speaking?
*Señorita Fernández, a sus órdenes	Miss Fernández, at your service
*¿Quiere usted dejar un recado?	Would you like to leave a message?
¿Quiere dejar un recado?	¿Does he want to leave a message?
*Pase feliz día	Have a happy day
*Hasta muy pronto	See you soon
*Cuídese mucho	Take care of yourself
*Hasta luego	See you later
*Nos vemos pronto	

SAMPLE DIALOGUE

Una Llamada Telefonica Formal

Panchita Pancita (secretaria): Buenos días, Los Hermanos Fernández, S.A., a sus órdenes

Gonzalo Gómez (cliente): Muy buenos días, señorita. ¿Me puede comunicar con el Señor Juan Sánchez?

PP: Lo siento, señor, pero el Señor Sánchez no está, acaba de salir. Pero usted puede dejar un recado. ¿Con quién hablo?

GG: Soy Gonzalo Gómez. Mi número de teléfono es 3-97-49. Voy a estar en la oficina hasta las cinco esta tarde.

PP: Muy bien, señor. Ya sabe usted que estamos aquí para servirle.

GG: Muchísimas gracias y pase muy buenos días, señorita.

CULTURE SUPPLEMENT

El Teléfono

Each Hispanic country has a central telephone company. In large metropolitan areas, middle class and well-to-do families have telephones in their homes and enjoy telephone service as we know it in the United States. In more rural areas, such luxury is unknown. To make a phone call, a person must go to the local branch of the telephone company. He would give the number to the operator (many operators are male) and then wait until the operator notifies him that his call has been placed. He would then enter a booth, have his conversation, leave the booth and pay the operator or cashier immediately for his call. It is also possible to arrange a "cita," which is an appointment for placing a call at a given date and hour.

In Spain, a "ficha" or token is required instead of a coin for making local calls. They may be purchased at the phone company and at tobacco and newsstands.

The telephone has become a popular item in much demand. Orders may not be filled for a year or more in some Latin American countries. People are therefore forced to use the traditional system of communication - the telegram. Telegrams are purchased in the telephone office.

Proverbs

Más vale callar que mal hablar.

Más vale bien de lejos que mal de cerca.

El que más habla es el que más tiene que callar.

LEVEL 201/202

Situational Goals

II. Likes, Dislikes, Needs, Wants, Desires

A. Suggested Vocabulary:

See List p.123

B. Suggested Activities:

1. Make a collage of things you like. Use it as a visual in an oral presentation to the class.
2. Question/answer drills. (Student with student or student with teacher.)

   e.g., ¿Qué te gusta comer?

   ¿Qué prefieres comer?
3. Make a "This is Your Life" book. Illustrate showing your life's goals. Share orally with the class.
4. Brainstorm in small groups.
   - 10 things you dislike or like
   - 10 ways to change or achieve them
5. Make a list of qualities you look for in a friend.
6. Each student draws a table and then places around it 12 people he would select to be on his board of directors. He then explains to class what needs these people have fulfilled in his life.
7. Teacher provides a list of several activities entitled "me gusta:" + infinitives or nouns. Students select three items that really fit them; then share this information with other members of the class by initialing on everyone's sheets the

three items marked describing themselves. This is a fun, get-acquainted activity the first week of school.

8. ¿Qué necesitas? (Game) Twenty-five activities are written on strips of paper. Each student picks one and decides what he needs to accomplish the activity. Examples of activities for these strips are: painting, cleaning the house, taking a trip, planting a garden, cooking a meal, organizing a party, going camping.

SUGGESTED VOCABULARY

Likes, dislikes, Needs, Wants, Desires

necesitar

querer (especially polite form - quisiera)

desear

gustar

faltar

esperar

tener que and inf.

pensar and inf.

preferir

El Diccionario

Nombre ____________

Fecha ____________

Clase ____________

1. Look up the following words and tell whether they are feminine or masculine and their translation.

A. biblioteca ____________
B. escuela ____________
C. diccionario ____________
D. agua ____________
E. casa ____________
F. edificio ____________
G. país ____________
H. sala ____________
I. programa ____________
J. mano ____________

2. Look up the following nouns and write the Spanish translation. Be sure to write the el, la, un, or una (the gender).

A. a painting ____________
B. a drink ____________
C. a taste ____________
D. a spring ____________
E. a coat ____________

What is the abbreviation in the dictionary for masculine and feminine?

____

3. Write five nouns that you would like to know the Spanish translation for and look them up. Be sure to indicate the gender.

A. ____________
B. ____________
C. ____________
D. ____________
E. ____________

What is the abbreviation in the dictionary for noun? ____________________

4. Look up the following verbs and write the infinitive in Spanish.

A. She runs every day. ____________________

B. I am learning Spanish. ____________________

C. We will see you soon. ____________________

D. He knew the answer. ____________________

E. Let's make a cake! ____________________

What is the abbreviation in the dictionary for verb? ____________________

5. Look up the following verbs: (Remember! You must know the infinitive.)

A. Ella va a ser profesora. ____________________

B. Yo nado en la piscina. ____________________

C. Vamos a comprar un elefante? ____________________

D. Por qué sales tan temprano? ____________________

E. El no comprende nada. ____________________

6. Write five verbs that you would like to know the Spanish translation for and look them up.

A. ______________ ____________________

B. ______________ ____________________

C. ______________ ____________________

D. ______________ ____________________

E. ______________ ____________________

7. Find the adjectives in the sentences below and look them up in your dictionary.

A. She lives in a large house. ____________________

B. I have a yellow pencil. ____________________

C. You have an ugly dog. ______________________________

D. Please turn at the right corner. ______________________________

E. Pig Pen never wears clean clothes. ______________________________

What is the abbreviation in the dictionary for adjective?

____

8. Find the following adverbs in the sentences below and write the translation.

A. Quickly open your book. ______________________________

B. Let's go down. ______________________________

C. She runs three times daily. ______________________________

D. They sang loudly. ______________________________

What is the abbreviation in the dictionary for adverb?

____

9. Find the following prepositions in the sentences below and write the Spanish translation.

A. She is going to Pamplona. ______________________________

B. We will travel around the world. ______________________________

C. The floor is under the table. ______________________________

D. He passed by the store. ______________________________

E. I am from Denver. ______________________________

What is the abbreviation in the dictionary for preposition?

____

10. Look up the following conjunctions and write their translation.

A. Paul and I shared the ice cream. ______________________________

B. Is he a student or a teacher? ______________________________

C. It's not a pencil, but it's a pen. ______________________________

What is the abbreviation in the dictionary for conjunction?

____

11. As you know, many words can be used as different parts of speech. Find the different translations for the following words:

A. air noun ____________ adj. ____________

B. under prep. ____________ adv. ____________ adj. ____________

C. play noun ____________ verb ____________ adj. ____________

D. tie noun ____________ verb ____________

E. sour adj. ____________ verb ____________

F. like verb ____________ prep. ____________ adj. ____________

12. After each underlined word, label its part of speech and write the correct translation for the word.

A. She likes to paint. ____________________________

B. Mary bought some Komac paint. ____________________________

C. Betty looks like Godzilla. ____________________________

D. I like our principal. ____________________________

E. Let's take a walk. ____________________________

F. Every day, I walk to school. ____________________________

G. I don't like to clean my room. ____________________________

H. I have a clean room. ____________________________

What is the dictionary abbreviation for pronoun? ____________

proper noun? ____________

past participle? ____________

KNOWING FACTS - SABER

I. Saber

A. Suggested Vocabulary

1. yo sé
2. tú sabes
3. él sabe
4. ella sabe
5. usted sabe
6. nosotros sabemos
7. ellos saben
8. ellas saben
9. ustedes saben
10. above forms of SABER plus infinitive

B. Suggested Activities

1. Play "Toss Across." You will need a Toss Across game.
    - a. Have students make up questions and answers using forms of SABER.
    - b. With masking tape, make three parallel lines on the floor about one foot apart in the front of the room.
    - c. Divide into teams. One team is X, the other team is 0.
    - d. First player from team X asks a question of person of his choice on 0 team. If the answer is correct, the 0 player gets to play "Toss Across." He can stand behind the line of his choice, and with the five beanbags attempt to uncover 0's on the board earning points for his team. Three X's or 0's in a row earn 50 bonus points for a particular team.

e. A variation of the game, if no "Toss Across" is available, is to use a wastebasket and a nerf ball, giving students the opportunity to make a basket for a correct response. Place wastebasket high to challenge players.

2. To practice use of SABER plus infinitive, a list of common infinitives is included. See Supplement p. 131.

KNOWING HOW TO DO THINGS

I. Saber - Knowing How To Do Things

   A. Suggested Vocabulary

      See List p. 131.

   B. Suggested Activities

      1. Students create a skit taking the roles of younger children bragging about themselves or their families. (Emphasize saber plus infinitives).

      2. Divide class into groups. Provide each group with a set of pictures depicting activities in progress. One student selects a picture (e.g. esquiar), and says "Yo sé esquiar;" asks another person in the group a question using a form of saber plus infinitive on the card. That person answers the question and asks another person a question using saber plus an infinitive. This continues until each person has had a chance to ask and answer a question using the card. Then another person selects a card and the same pattern continues until all cards have been used or until practice time is completed.

   C. Related Structure

      1. Saber plus infinitive
      2. Poder plus infinitive
      3. Review plus expanded use of infinitives

   D. Additional Resources

      1. Amsco - list of infinitives

SUGGESTED VOCABULARY

Saber (all forms) plus infinitives

bailar

esquiar

cantar

trabajar

pintar

nadar

patinar

hablar (español)

cocinar

cocer

pescar

besar

pronunciar

charlar

tocar un instrumento

jugar al tenis

escribir

leer

traducir

vivir

montar a caballo

LEVEL 301/302 Objectives

40% of the class period should be devoted to skill building.

20% of the class period should be devoted to personalizing skills.

40% of the class period should be devoted to cultural activities and life experience applications.

Listening:

Students will acquire the ability to understand and participate in conversations of survival needs and social amenities. Vocabulary demonstrates understanding of topics such as personal history and leisure time activities

Speaking:

Students will acquire the ability to communicate needs and to function successfully in social situations. They will be able to formulate questions, when necessary, and discuss simple topics.

Reading:

Students will be able to read and understand simple short stories and prose, instructions and advertisements.

Writing:

Students will be able to write simple messages, simple letters using formal and familiar address, short expository paragraphs and summaries.

SPANISH LEVEL 301/302

Vocabulary

1. Specialized shops
2. Bank
3. Professions and occupations
4. Home (furnishings, appliances, landscaping)
5. Doctor's office and hospital (parts of body, illness, height, weight, etc.)
6. Travel (travel agencies, customs, airline offices and communications)
7. Post office
8. Transportation (parts of car, road signs, etc.)
9. Giving directions (cardinal points, parts of the city; i.e., lejos de, a la derecha, etc.)

Situations

1. At the barber shop or beauty shop
2. Exchanging money
3. Opening a bank account
4. Withdrawing and depositing money
5. Invite someone to dance or converse
6. At the furniture store
7. Repairs
8. Shopping for appliances
9. Asking and giving directions
10. Visit to the tailor or seamstress
11. Buying materials
12. At the department store

Situations (cont'd)

13. At the jewelry store
14. Arranging a trip
15. Changing a ticket
16. Confirming reservations
17. Going through customs
18. Declaring purchases at customs
19. Buying stamps
20. Sending a package
21. Claiming a package
22. Role play for a job interview
23. Complete a job application
24. Ordering meals

Structural Goals

1. Future tense
2. Conditional tense
3. Perfect tenses
4. Augmentatives and diminutives
5. Relative pronouns and clauses; que, el cual, el que...
6. Commands: formal, familiar, negative and affirmative
7. 'Lo' with adjectives
8. Uses of preterite and imperfect
9. Preterite + hace
10. Impersonal use of 'se'
11. Double object pronouns
12. Por and para

Supplemental activities are strongly recommended, such as:

1. Computer related activities
2. Participation in foreign language camps, international days, foreign language forensics competition, etc.
3. Speaker presentations in the target language by professionals who use the language in their work
4. Role play in situations that require language usage in a professional manner for business, government, and education
5. Theatre, poetry, exposition and speech activities

TRANSPORTATION

I. Transporte

   A. Suggested Vocabulary

      See list p.137

   B. Suggested Activities

      1. Have students plan a trip to a Spanish speaking country, including a brochure and poster as visuals and present to class. See instruction sheet p.138

      2. Assign a question-answer skit using IR EN, SALIR, LLEGAR. For example, you meet an arriving passenger at the train station or airport....

      3. Flight attendant skit or on the airplane skit.

      4. Have students learn parts of car and create a driving lesson skit.

   C. Related Structure

      1. Idioms with tener and hacer

      2. IR EN, SALIR, LLEGAR

      3. Preterite tense

      4. Review of commands and giving directions

   D. Additional Resources

      1. Holt, Rinehart and Winston. Spanish Projectuals, Level I, page 16, 17

      2. Culture Capsules, "Trains," "No Parking," "Street Names," "Traffic."

SUGGESTED VOCABULARY

Medios de Transporte

*aeroplano, avión	airplane
*barco de vela, velero	sailboat
*vapor	steamship (boat)
*helicóptero	helicopter
*globo	balloon
*automóvil, carro, coche	car
*carretera	highway
*motocicleta	motorcycle
*autobús, bus, guagua	bus
*tren	train
*camión, carretón	truck
*taxi	taxi cab
*bicicleta	bicycle
*caballo	horse
*canoa	canoe
*aeropuerto	airport

TRAVEL PROJECT

Prepare an imaginary trip to a Spanish speaking country! A variety of materials.(books, magazines, encyclopedias, travel pamphlets) will be needed to find all the necessary information. Be sure to check with knowledgeable persons for assistance.

Here are several items you should cover in your report:

1. How will you get there? What will it cost you?
2. What will be your departure and arrival points?
3. Will you need a passport or visa? What must one do to get one? Cost?
4. When will you be going? What will be appropriate clothing? Any weight limits to consider?
5. How much money should you take along? Have you considered how you will be spending it? (Meals, lodging, souvenirs, film etc?)
6. What currency will you be using? What is the value in dollars?
7. What will you do once you are there? Which places do you intend to visit? Why? How will you get around from place to place?
8. What social customs of theirs should you be aware of in order to avoid embarassing the image of your country?

You may think of other items to consider once you start your research. By all means include them as well. Be sure to list the sources of your information. Ask for help if you need it! Your report will be due on:

Situational Goals

I. Shopping, buying and money

A. Suggested Vocabulary

1. See List p.141 Los Países españoles y su dinero.
2. See List p.142 Bargaining vocabulary.
3. For List of Shops and Stores see p. 150.

B. Suggested Activities

1. Teach the monetary units of Spanish-speaking countries; see list p.141. Show examples of foreign currency. Find out present-day values.
2. Have student create his own money design. Give it a Spanish name and slogan.
3. Have students create a bank skit in which they are required to exchange money. (An interesting visual might be a currency chart.)
4. Teach bargaining vocabulary; see list p. 142.
5. To prepare for mercado skit, students may compose a list of items to sell and learn the Spanish for these items. Have students create a mercado skit using props and costumes. Videotaping could enhance this activity; see sample dialogue p. 143.
6. If you would like to involve the entire school and the community in this project, put on an all-school mercado in the evening. Perhaps Spanish Club could sponsor it. (This would be a great way to sponsor a garage sale as a fund raiser!)

C. Related Structure

1. present tense
2. cuanto, cuantos
3. demonstrative pronouns

D. Culture

1. Research and report on famous Latin American markets.
2. Helpful sources are:
    a. Fodor's Latin America
    b. Latin America on $5/$10 a Day

Some famous marketplaces are:

La Libertad Tlaquepaque	Guadalajara, México
Oaxaca	Oaxaca, México
La Merced San Juan	México, D.F.
Chichicastenango	Guatemala
El Cuartel	El Salvador
Otavalo	Ecuador
La Calle Florida	Buenos Aires
El Rastro	Madrid, España

E. Additional Resources

1. Culture Capsules, "Bargaining"
2. Pan y Mantequilla, Sallese, Fernandez - Detailed shop vocabulary
3. Berlitz, Latin-American Spanish for Travelers shopping guide

SUGGESTED VOCABULARY

Shopping, Buying and Money

País	Dinero
1. España	peseta
2. Panamá	balboa
3. Costa Rica	colón
4. Nicaragua	córdoba
5. Honduras	lempira
6. El Salvador	colón
7. Guatemala	quetzal
8. México	peso
9. La República Dominicana	peso
10. Cuba	peso
11. Puerto Rico	dólar
12. Colombia	peso
13. El Ecuador	sucre
14. El Perú	inti
15. Bolivia	peso
16. Chile	escudo
17. La Argentina	austral
18. Uruguay	peso
19. Paraguay	guaraní
20. Venezuela	bolívar

SUGGESTED VOCABULARY LIST

Bargaining

Comprador:

* ¿Cuánto vale?
* ¿Cuánto es?
* ¿De qué es?
* ¿De qué está hecho?
* ¿Dé donde es?
* ¿Hay otros/otras?
* Me gusta éste/ésta.
* Por favor, déjeme ver ese/esa.
* No es barato.
* Es (un poco) caro.
* Le doy 5 pesos.
* Lo compro.
* ¿Acepta cheques de viajeros?
* Gracias
* De nada.
* ¿Tiene un tamaño más grande?
* ¿Tiene una bolsa?
* Lo/la/los/las tiene en otro
* color?

Vendedor:

* ¿Le puedo ayudar?
* Vale 20 pesos.
* Sí hay otro/otros.
* Tal vez/quizás.
* ¿Quiere algo más?
* Vuelva pronto.
* ¿Cuánto me da?
* Espere un momento
* Aquí esta su cambio
* ¡Cómprelo/la!
* ¿Quiere comprar algo?
* Es (muy) barato.
* Es (muy) bonito.
* Es de España (México, Guatemala.)
* Mírelo/la.
* ¿Lo/la/los/las envuelvo?
* Le queda muy bien.
* Se ve muy elegante.
* Le luce.

SAMPLE DIALOGUE

En el Mercado

(Many vendors try to entice you into their shop as you pass by.)

1. VENDOR: ¡Miren que flores tan bonitas!

(Young girl enters the shop.)

2. VENDOR: Sí señorita. ¿Le gustaría comprar unas flores?
3. BUYER: Posiblemente. Quiero ver esas flores rojas, por favor.

(Vendor brings the flowers down from the rack.)

4. VENDOR: Aquí están, señorita. Son muy bonitas, ¿no?
5. BUYER: Sí, son muy bonitas. ¿Cuánto cuestan? (¿Cuánto valen?)
6. VENDOR: 36 pesos, cada una.
7. BUYER: Parece (Es) un poco caro.
8. VENDOR: Señorita, como Ud. es tan bonita y tan simpática, las dejo en 30 pesos cada una.
9. BUYER: Le doy 24 pesos.
10. VENDOR: Señorita, es imposible.
11. BUYER: 25 pesos.
12. VENDOR: Está bien. Pero solamente para Ud.

(She gives him 50 pesos for both.)

13. VENDOR: ¿Las envuelvo?
14. BUYER: Sí, por favor.

(He hands her the flowers and her change of two pesos.)

15. VENDOR: Aquí está su cambio, señorita. ¿Está bien?
16. BUYER: Sí, gracias senor.
17. VENDOR: (To himself) ¡¡¡Qué muchacha tan bonita!!!

PROVERBIOS

Quien dinero tiene, hace lo que quiere.

Poco dinero poca salud.

Dinero llama a dinero.

Situational Goals

I. Giving directions to a place

   A. Suggested Vocabulary

      See List p. 147 Giving Directions - and
         List p. 150 - Shops and Stores

   B. Suggested Activities

      1. Candy Game - to apply directions vocabulary, a fun game is to select two students, blindfold one of them, and have the other student watch you place two pieces of candy somewhere in the classroom. The teacher shows the leader which route he must use to guide the blindfolded student to the prizes. All directions should be given in Spanish.

      2. Map and Exercises

         - See Sample Map p. 153
         - Using map, have students tell you how to get from one place to another.
         - Using map (either on overhead or with individual student copies), give a series of directions to the student. Have student follow instructions and tell you where he is on the map when you finish. If correct, student may lead the exercise.
         - See Sample Quiz p. 154
         - See Exercise p. 155 ¿Adónde vas?

C. Related Structure

   1. Commands
   2. Passive voice (¿Cómo se ...?)
   3. Estar with locations
   4. Definite articles

D. Additional Resources

   1. Spanish Projectuals #11, #39, #53, #54

SUGGESTED VOCABULARY

GIVING DIRECTIONS

Direcciones:

* norte - north
* sur - south
* este - east
* oeste - west
* nordeste - northeast
* noroeste - northwest
* sureste - southeast
* suroeste - southwest
* al lado de - beside
* a la derecha - to the right
* a la izquierda - to the left
* cerca de - near
* lejos de - far
* arriba - above, up
* abajo - down
* debajo de - under
* adelante - forward, ahead
* al otro lado - on the other side of
* en frente de - in front of
* detrás de - behind
* sobre - on top of
* derecho, recto, directo - straight ahead
* en medio de, de la - in the middle of
* piso # - floor #

* cuarto # - room #
* edificio - building
* en el centro - in the center
* párese - stop
* vaya - go
* siga - follow
* continúe - continue
* tome - take
* cruce - cross, turn
* doble - turn
* por ahí - that way
* dé la vuelta a la izquierda - turn to the left
* dé la vuelta a la derecha - turn to the right
* hacia - toward
* millas - miles
* toma #____ horas para llegar a(l), la - it takes #____ hours to get to -
* una cuadra - a block
* kilómetros - kilometers
* la carretera - highway
* la calle - street
* el mapa - map
* la ruta - route
* la avenida - avenue
* la esquina - corner
* la entrada - entrance
* la salida - exit

Asking the way:

perdone/dispense - excuse me

¿Me puede decir como se va a _____? - Can you tell me the way to _____?

¿Cómo puedo ir a _____? - How do I get to _____?

¿Cómo llego a _____?

¿Adónde va esta calle? - Where does this road lead to?

¿Puede usted decirme dónde está _____? - Can you tell me where _____ is?

¿Dónde queda _____? - Where is _____?

¿Dónde está el/la _____? - Where is the _____?

¿Puede enseñarme dónde estoy en este mapa? - Can you show me where I am on this map?

¿Dónde está _____ en este mapa? - Where is _____ on this map?

¿Dónde vives? - Where do you live?

Miles into kilometers:

One mile = 1,609 kilometers (km)

Miles	10	20	30	40	50	60	70	80	90	100	110	120
Kilometers	6	12	19	25	31	37	44	50	56	62	68	75

SUGGESTED VOCABULARY

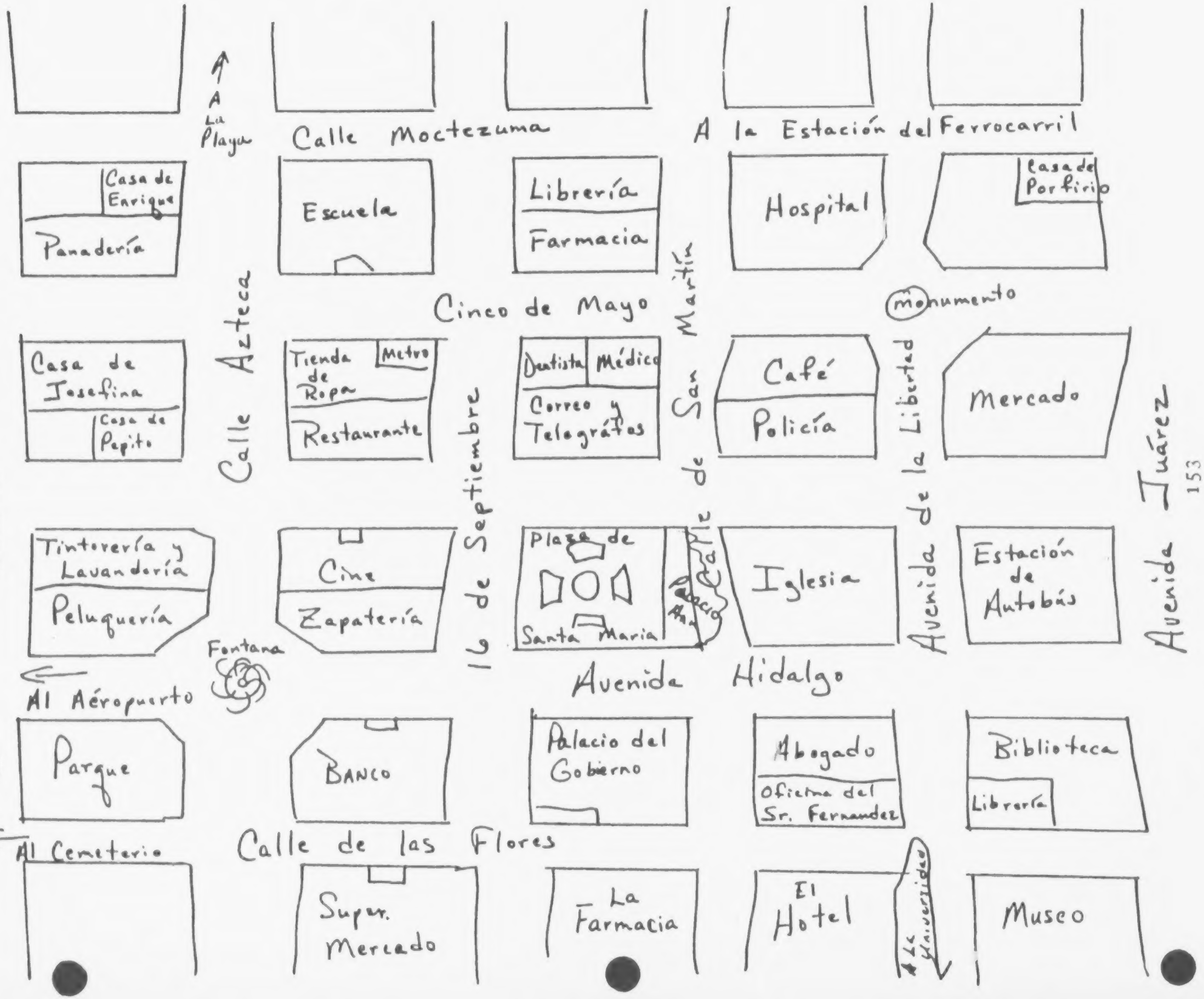
Shops and Stores

* la tienda de antigüedades	-	antique shop
* la galería de arte	-	art gallery
* la panadería, la pastelería	-	baker's, bakery
* el banco	-	bank
* la peluquería (barbería)	-	barber's
* el salón de belleza	-	beauty salon
* la librería	-	bookstore
* la carnicería		butcher's
* la tienda, fotográfica, la		
* tienda de fotografía	-	camera store
* la dulcería	-	candy store
* la farmacia	-	drug store
* la tabaquería	-	cigar, tobacco store
* la tienda de telas	-	fabric, material store
* la lechería	-	dairy
* el dentista	-	dentist
* el médico	-	doctor
* la tintorería	-	dry cleaner's
* la pescadería	-	fish shop
* la florería	-	florist's
* la peletería	-	furrier's
* el garaje	-	garage
* la peluquería/salón de belleza	-	hairdresser's
* la ferretería	-	hardware store

* la sombrerería - hat shop
* el hospital - hospital
* la lavandería - laundromat
* la tienda de licores - liquor store
* el mercado - market
* el estudio fotográfico - photographer's studio
* el correo, correos - post office
* la camisería - shirt store
* la zapatería - shoe shop
* el almacén - department store
* la tienda de regalos - gift shop
* la tienda de artículos deportivos - sporting goods store
* la papelería - stationery store
* el supermercado - supermarket
* la sastrería (el sastre) - tailor's
* la juguetería - toy shop
* la agencia de viajes - travel agent
* la relojería - watch maker's
* la tienda de vinos - wine merchant's
* la joyería - jewelry store
* la frutería - fruit store
* la tienda de animales - pet shop
* la agencia de automóviles - car dealer
* la mueblería - furniture store
* la tienda de aparatos eléctricos - appliance store
* la gasolinera, la estación de
* servicios - gas station

* el corredor de bienes raíces, de seguros, de bolsa	-	real estate, insurance, stock broker
* la heladería	-	ice cream shop
* la oficina del abogado. el edificio municipal	-	lawyer's, courthouse
* la estación de policía	-	police station
* la tienda de música	-	music store
* la tienda de discos	-	record shop
* la tienda de bicicletas	-	bicycle shop
* el café, el restaurante	-	restaurant
* la discoteca	-	discoteque
* el estadio	-	stadium
* el teatro	-	theater
* el edificio	-	building
* el aeropuerto	-	airport
* la estación de ferrocarril	-	train station
* la plaza	-	town square
* la playa	-	beach
* el centro	-	downtown
* la biblioteca	-	library
* la estación de autobús	-	bus station
* el museo	-	museum
* el cine	-	movie theater
* el telégrafo	-	telegraph office
* la iglesia	-	church
* el cementerio	-	cemetery
* el parque	-	park
* el metro	-	subway
* el hotel	-	hotel

SAMPLE MAP


A La Playa
Calle Moctezuma
A la Estación del Ferrocarril
Casa de Enrique
Panadería
Escuela
Librería
Farmacia
Hospital
Casa de Porfirio
Calle Azteca
Cinco de Mayo
Calle de San Martín
monumento
Casa de Josefina
Casa de Pepito
Tienda de Ropa
Metro
Restaurante
Dentista
Médico
Correo y Telegráfos
Café
Policía
Mercado
Avenida de la Libertad
Avenida Juárez
16 de Septiembre
Tintorería y Lavandería
Peluquería
Cine
Zapatería
Plaza de Santa Maria
Palacio
Iglesia
Estación de Autobús
Fontana
Al Aéropuerto
Avenida Hidalgo
Parque
BANCO
Palacio del Gobierno
Abogado
Oficina del Sr. Fernandez
Biblioteca
Librería
Al Cementerio
Calle de las Flores
Super. Mercado
La Farmacia
El Hotel
A La Universidad
Museo

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QUIZ

Las Direcciones

1. Vd. está en la escuela. Vd. sale de la puerta. Doble a la izquierda. Siga derecho hasta el monumento. Doble a la derecha a la avenida de la Libertad. Vd. llega a la esquina de la avenida Juárez y la Avenida de la Libertad. Vd. está en frente de:____________________

2. Vd. sale del supermercado. Doble a la derecha. Siga derecho hasta la calle de San Martín. Doble a la izquierda. Siga derecho hasta la avenida Juárez. Doble a la izquierda. ¿Cuál edificio está a la derecha?

____

3. __________ La Casa de Josefina está en la esquina, de la calle Azteca y la Avenida Juárez.
4. __________ El supermercado está al lado de la farmacia.
5. __________ La plaza está lejos de la iglesia.
6. __________ El museo está en frente del banco.
7. __________ El café está cerca del hospital.
8. __________ La escuela está en la calle Cinco de mayo.
9. __________ La tienda de ropa está en frente de la escuela.
10. __________ La Casa de Pepito está en la esquina de la calle Azteca y la Avenida Juárez.

EXERCISE

¿Adónde Vas?

1. ¿Adónde vas cuándo . . .? Estás enfermo?
2. ¿Te duelen los dientes?
3. ¿Quieres dinero?
4. ¿Quieres comprar zapatos?
5. ¿Quieres viajar en tren?
6. ¿Quieres nadar?
7. ¿Quieres tener pelo corto?
8. ¿Quieres leer, pero no quieres comprar el libro?
9. ¿Quieres comprar carne?
10. ¿Quieres mandar un telegrama?
11. ¿Quieres mandar una carta?
12. ¿Quieres ver una película?
13. ¿Quieres viajar en avión?

ORDERING MEALS IN A RESTAURANT

I.

A. Suggested Vocabulary

1. This is a good opportunity to review the vocabulary for those foods which you wish to emphasize. See Vocabulary p. 157
2. Restaurant Vocabulary p. 164
3. Table Service Vocabulary p. 166

B. Suggested Activities

1. Have students examine a sample menu from a Spanish-speaking country as a model for creating their own. Prices should be in the monetary unit of the chosen country.
2. Create a sample cookbook. Each student is responsible for bringing in two authentic recipes. One group can be in charge of assembling.
3. Assign a restaurant skit where the foods are culturally authentic.
4. Exercise p.167-La Comida - Review Sheet.

C. Culture

1. Culture Supplement p.170-Eating Out "Spanish-Style."
2. Culture Supplement p.172-Foreign Foods - a specialty list.

D. Additional Resources

1. Milliken Publishing Co., Vocabulary, page 17
2. See Supplement XIg-Recetas.

SUGGESTED VOCABULARY

Las Comidas

1. Aperitivos (m):
2. Bebidas (f):

aguardiente (m)	brandy, whiskey
café (m)	coffee
champaña (f)	champagne
chocolate (m)	chocolate
cerveza (f)	beer
crema (f)	cream
crema batida (f)	whipped cream
jugo de naranja (m)	orange juice
jugo de piña (m)	pineapple juice
jugo de jitomate (m)	tomato juice
leche (f)	milk
licor (m)	liquor
limón (f)	lemon
limonada (f)	lemonade
manzanilla (f)	kind of sweet wine
refresco (m)	refreshment
ron (m)	rum
sidra (f)	cider
tinto (m)	red wine
té (m)	tea
vino (m)	wine

3. Carnes (f):

asado (m)	roast
biftec (m)	beefsteak
carnero (m)	mutton
chorizo (m)	sausage
chuleta (f)	chop(s)
embutido (m)	sausage
filete (tibón) (m)	T-bone steak
guajolote (m)	turkey
hamburguesa (f)	hamburger
jamón (m)	ham
pollo frito (m)	fried chicken
rosbif (m)	roast beef
salchicha (f)	sausage
ternera (f)	veal
tocino (m)	bacon
venado (m)	deer

4. Cereales (m):

arroz inflado (m)	rice flakes, puffed rice
crema de trigo (f)	cream of wheat
trigo inflado (m)	wheat flakes, puffed wheat

5. Condimentos (m):

ajo (m)	garlic
azúcar (m)	sugar
canela (f)	cinnamon
harina (f)	flour
jarabe (m)	syrup

mayonesa (f)	mayonnaise
manteca (f)	lard, fat
miel (f)	honey
mostaza	mustard
panela (f)	brown sugar
picante (m)	hot pepper
pimienta (f)	pepper
pimentón (m)	paprika
sal (f)	salt
vainilla (f)	vanilla
vinagre (m)	vinegar

6. Frutas (f):

almendra (f)	almond
cacahuate (m)	peanut
castaña (f)	chestnut
ciruela (f)	prune
coco (m)	coconut
coctel de fruta mixta (m)	fruit cocktail
dátil (m)	date
durazno	peach
fresa (f)	strawberry
granada (f)	pomegranate
limón (m)	lemon
mango (m)	mango
manzana (f)	apple
melón (m)	melon
naranja (f)	orange

nuez (f)	nut
papaya (f)	papaya
pasa (f)	raisin
pera (f)	pear
piña (f)	pineapple
plátano (m)	banana
sandía (f)	watermelon
toronja (f)	grapefruit
uva (f)	grape

7. Huevos:

huevos fritos (m)	fried eggs
huevos poche escalfados	poached eggs
huevos revueltos (m)	scrambled eggs
yema (f)	egg yolk

8. Mesa (f):

azucarera (f)	sugarbeet
copa (f)	goblet
cuchara (f)	spoon
cuchillo (m)	knife
mantel (m)	tablecloth
platillo (m)	saucer
plato (m)	dish
platón (m)	platter, large dish
salero (m)	salt shaker
sobremesa (f)	placemat
servilleta (f)	napkin
taza (f)	cup

tenedor (m)	fork
vaso (m)	drinking glass
9. Pan (m):	
bolillo	roll
bizcocho (f)	biscuit
miga (f)	crumb
pan blanco (m)	white bread
pan negro (m)	dark bread
pan tostado (m)	toast
pancito (m)	roll
pancito de viena (m)	Vienna roll
10. Pastelería (f):	
bonbón (m)	candy, bon-bon
gelatina (f)	gelatine, jello
helado (m)	ice cream
nieve de fruta (m)	fruit ice
pastel (m)	pie
sorbete (m)	sherbet
tarta (f)	tart
torta (f)	cake, loaf
11. Pescados (m):	
almeja (f)	clam
anchoa (f)	anchovy
camarón (m)	shrimp
langosta (f)	lobster
(ostras), ostiones (m)	oysters
sardina (f)	sardine
trucha (f)	trout

12. Platos conocidos (m):

arroz con pollo (m)	chicken with rice
cochinillo (m)	roast suckling pig
cocido (m)	vegetable and meat stew
enchilada (f)	rolled tortilla filled with mixture of chopped meat, cheese, pepper, onions and covered with sauce
gazpacho (m)	Spanish cold soup made with bread, oil, vegetables, garlic, and other ingredients
olla podrida (f)	Spanish dish with various ingredients like ham, fowl, sausage, etc.
paella (f)	Spanish dish with rice and various ingredients like vegetables, sea food, etc.
taco (m)	toasted tortilla folded over like a sandwich filled with lettuce, peppers, chopped meat
tamal (m)	corn meal filled with chopped meat, peppers wrapped in corn husk and steamed

13. Sopas (f):

caldo (m)	broth, soup
consomé (m)	consomme
crema de jitomate (f)	cream of tomato
galleta (f)	cracker
sopa de pollo (f)	chicken soup

14. Tiendas (f):

cafetería (f)	cafe
carnicería (f)	butcher shop
dulcería (f)	candy shop
frutería	fruit shop
fuente de sodas (f)	soda fountain
panadería (f)	bakery
tienda de abarrotes	grocery store

15. Útiles (m):

asador (m)	spit, roasting fork
botella (f)	bottle
brasero (m)	brazier, pan
estufa (f)	stove
frasco (m)	flask
freidor (m)	fryer
horno (m)	oven
jarra (f)	pitcher
lata (f)	tin can
fregadero (m)	sink
parrilla (f)	broiler
puchero (m)	cooking pot
refrigerador (m)	refrigerator
jarra (f)	jug

SUGGESTED VOCABULARY

Restaurant Vocabulary

1. *el desayuno (desayunar)
2. *el almuerzo (almorzar)
3. *la merienda (merendar)
4. *la cena (cenar)
5. *el camarero, la camarera
6. *el restorán, el restaurante
7. *la cuenta
8. *pedir
9. *el aperitivo
10. *el entremés
11. *la entrada
12. *la sopa
13. *la ensalada
14. *el postre
15. *la bebida
16. *la comida (meal, dinner, food)
17. *llenar los vasos con agua
18. *servir
19. *tener (mucha) hambre
20. *tener (mucha) sed
21. *a su gusto
22. *buen apetito, buen provecho
23. *la lista de platos, el menú
24. *la comida corrida

25. *la cocina, las cocineras

26. *alimentos

27. *condimentos

28. *exquisita, bien preparada, muy sabrosa

29. *probar

SUGGESTED VOCABULARY

El Servicio de Mesa

1. la espátula
2. el cucharón
3. la cuchara
4. la cucharita
5. el tenedor
6. el tenedor pequeño
7. el cuchillo
8. la taza
9. el platillo
10. el plato
11. el vaso
12. el mantel
13. la servilleta
14. la azucarera
15. la leche, la crema
16. el salero
17. el pimentero
18. la mantequilla
19. la olla
20. el sartén
21. el plato hondo
22. el plato llano
23. el cubierto
24. la copa
25. poner (hacer) la mesa

SUPPLEMENT

La Comida - Review Sheet

See Berlitz books for reference if needed. nombre:__________

1. Name the three meals of the day:

   ______________ ______________ ______________

2. What are the specific verbs for these three meals (i.e., to eat breakfast).

   ______________ ______________ ______________

3. What is the difference between eating times in the United States and Spanish speaking countries (generally)? When is the largest meal of the day usually eaten in Spanish speaking countries?

   ____

   ____

4. Name three different types of eating places (and know difference in food, etc.)

   ____

   ____

5. Important phrases:
   a. Can you recommend a good (inexpensive) restaurant?
   b. I / we want a table for two (by the window, in the corner, outside).
   c. Is the tip included? Is there a cover charge?
   d. Can I / we see a menu, please?
   e. Can you serve me / us quickly? I / we are in a hurry.
   f. Can you bring me / us .....
   g. Where is the restroom?
   h. Do you have any ....?
   i. May I / we have the bill, please?

j. How much is ....? That's too expensive.

k. Thank you, that was good! I / we'll come again!

l. Haven't you made a mistake? That's not what I / he / she ordered.

6. Vocabulario

a. la mesa - name eight service articles used at the table

____

____

b. breakfast

1. juice ______________
2. bacon ______________
3. sausage ______________
4. eggs ______________
5. cereal:

   hot, cold ______________ ______________
6. toast - butter - jelly ______________
7. omelette ______________
8. three egg preparations ____________ ____________ ____________

c. Three appetizers

d. Three sandwiches

e. Three salads, dressing (ensalada)

f. Three soups (sopa)

g. Three fish (pescado)

h. Three seafoods (mariscos)

i. Five meats (carne)

j. Ten vegetables (legumbres verduras)

k. Ten fruits (fruta)

l. Five desserts (postre)

m. Five drinks (bebidas)

n. Miscellaneous

1. tip
2. salt/pepper
3. red/white wine
4. beer
5. toothpick
6. roasted
7. barbecue
8. fried
9. broiled
10. stewed
11. rare
12. medium
13. well-done

CULTURE SUPPLEMENT Xe

Eating Out "Spanish Style"

Hispanics eat about four meals a day; el desayuno, breakfast; el almuerzo, lunch; la merienda, light early evening snack; la cena, dinner. El desayuno is eaten anytime between 7 a.m. and 9 a.m. A typical breakfast is a light meal of cafe con leche or chocolate, pan dule (sweet roll), bread or rolls, butter. El almuerzo is the largest meal of the day, and is eaten between 1 p.m. and 3 p.m. in the afternoon. School and work hours accommodate the family coming home to eat together. La merienda can be eaten between 5 p.m. and 7 p.m. and usually consists of coffee, rolls, or sandwiches. La cena, very small dinner, is the last meal of the day, and usually does not begin until 9 p.m. or 10 p.m.

Table setting takes on a new appearance in Hispanic countries. Many times one will see forks and spoons face down on the table. On the plate will be a cloth napkin held by napkin ring. For cutting and eating, the fork is held in the left hand and the knife in the right hand in some countries. Salad is not eaten as an appetizer, but rather follows the main dish. Salad dressing is almost always olive oil and vinegar which the diner pours himself. Fresh fruit may be served as dessert or my precede dessert. In some countries the most common beverge is wine, drunk by adults and children. Small children may drink vino con sel (wine diluted with seltzer). A very small cup of strong, sweet coffe may complete the meal. Hispanics generally believe that drinks with ice in them may be harmful to their health, and they prefer to avoid them.

To call a waiter in Hispanic countries, various signals are used: psst, oiga, hand-clap, tapping cup or glass with a spoon. Sometimes the tip is included in "la cuenta" (the check). This is indicated by the notation "servicio incluido." A patron may choose to leave an aditional tip if the service is exceptional, although it is is not required nor expected.

PROVERBS

1. La ensalada, bien salada, poco vinagre y bien aceitada.
2. De ensalada, dos bocados y dejada.
3. El vino alegra el ojo, limpia el diente y sana al vientre.
4. Comer hasta enfermar y ayunar hasta cenar.
5. En la mesa y en el juego se conoce el caballero.
6. Olla sin cebolla es boda sin tamboril.
7. El chocolate excelente, para poderse beber, tres cosas ha menester: espeso, dulce y cliente.
8. Barriga llena, corzón contento.

CULTURE SUPPLEMENT

Foreign Foods "A Specialty List"

Here is a list of unusual foods that may not be familiar to you or your students. You may wish to have your students do some research and have the students bring in a sample for the class.

México	mole, cajeta, dulces de las momias de Guanajuato, chile
El Salvador	pupusas, Gallo en chicha, fresco de mora
Venezuela	arepas
Puerto Rico	Tostones, habichuelas lechón, pan criollo, pan de agua, sandwich cubano
Paraguay	churrasco
Chile	vino undurraga, pisco
Argentina	biftec asado, empanadas, mate
Brazil	fejao (día sabado), café
Bolivia	papas, picante
Colombia	patacones, ají, café
España	paella, gazpacho, caldo gallego

DAILY CLASSROOM ROUTINE

I. Daily Classroom Routine

  A. Suggested Vocabulary

    See List p.174

  B. Suggested Activities

    1. Play Simón dice using classroom instructions.

    2. Have students create a classroom skit, funny or serious

    3. Two ways of rewarding student use of vocabulary are:

      a. give student a peso (teacher fabricated, of course).

      b. give student a plus on a wall chart or in the grade book.

      Final prize can be awarded according to teacher discretion.

  C. Related Structure

    1. Review of commands

  D. Culture

    1. See Culture Supplement p.176-Education

  E. Additional Resources

    1. The Spanish Teenager, Chapter Two: Education, page 20

SUGGESTED VOCABULARY

Las Frases y Los Mandatos del Aula

*Escuchen por favor	Listen
*Repita(n) después de mi	Repeat after me
*Diga, diga(n) lo otra vez	Say it again
*Conteste(n), por favor	Answer
*Pónga(n)se de pie, por favor	Get up
*Levánte(n)se por favor	Get up
*Vaya(n) a la pizarra	Go to the chalkboard
*Escriba(n) ...en la pizarra	Write...on the chalkboard
*Siénte(n)se, por favor	Sit down
*Saque(n) una hoja de papel	Take out a piece of paper
*Hable(n) mas alto	Speak louder
*No tan rápido. Más despacio,	
* por favor	Not so fast!
*No haga(n) tanto ruido	Not so noisy!
*Silencio, por favor	Quiet, please
*Tenemos una prueba	We're having a quiz
*Tenemos un examen	We're having a test
*Tenemos un dictado	We're having a dictation
*Vamos a repasar	We're going to review
*Escriba(n) con lápiz/pluma	Write in pencil/pen
*De(n)me los exámenes, por favor	Give me the test papers
*Entregue (n) su tarea	Hand in your homework
*Apunte(n) la tarea para manaña	Write down the assignment
*Mire(n) acá, por favor	Look here, please

*Preste(n) atención	Pay attention
*Levante(n) la mano	Raise your hand
*Abra(n) el libro a la página	Open your book to page
*Mire(n) el número nueve	Look at number 9
*Mire(n) la línea 32	Look at line 32
*¿Está(n) listo(s)?	Ready?
*Pase(n) la página	Turn to page
*Lea(n)...en voz alta	Read...out loud
*Espere(n)	Wait
*Empiece(n)	Start
*Pare(n)	Stop
*Eso es todo	That's all
*¿Terminó? ¿Terminaron?	Are you finished?
*Bote(n) el chicle	Throw out the chewing gum
*Quítese el chicle	Throw out the chewing gum
*Guarde(n)	Put the....away
*Veá(n)me después de la clase	See me after class
*Está bien/correcto	That's right
*Está mal/equivocado	That's wrong
*¡Bien!	Good!
* ¡Excelente!	Excellent!
*Así está mejor	That's better
*Lo hace muy bien	You're doing fine
* ¡Perfecto!	Perfect!

CULTURE SUPPLEMENT

Education

Each Hispanic country has its own educational system. Elementary School (Las Primarias o La Escuela) lasts from five to seven years and is required. The fundamental subjects are taught. Secondary education is not compulsory, but many students choose to continue studying for their bachillerato, a six-year program. Upon completion students may apply for admittance to the University. All curriculum textbooks and the hiring of personnel are decided by the central government agency, the Ministry of Education.

A University student will immediately enter his professional studies rather than spend two years fulfilling liberal arts requirements. It is not uncommon for a University student's course of study to be interrupted by frequent protest strikes. Teacher-training for primary education is conducted at the "escuela normal" rather than at the University.

Elementary students frequently wear school uniforms in public schools, as well as private and parochial schools.

SPANISH LEVEL 401/402

Level 401/402 Objectives

40% of the class period should be devoted to advanced skill building

20% of the class period should be devoted to personalizing skills learned.

40% of the class period should be devoted to cultural activities and life experience applications.

Listening:

Students will be able to understand and react to what is heard, indicating to the speaker comprehension of the language and culture through appropriate and complete responses.

Speaking:

Students will participate in group discussions, give speeches, and converse freely on studied topics.

Reading:

Students will comprehend the deeper meaning of what they are reading. They will be able to analyze and summarize the reading of literary works.

Writing:

Students will refine and embellish their own personalized style of writing. Students will be able to write correspondence and prepare expository reports in the target language.

SPANISH LEVEL 401/402

Vocabulary

1. Vocabulary of literature (novel, character, prose, legend, etc.)
2. Letter writing (professional, condolences, regrets, congratulations, descriptive)
3. Entertainement
4. Composition (research, essay, documentation)
5. Oral and written presentation of thematic areas

Situations

1. Formal correspondence: compose social letters, business letters, invitations, regrets, etc.
2. Request information
3. Role play various career roles in the job market
4. Teach a class in Spanish about a specific grammatical structure of the language to a lower level Spanish class
5. Present a cultural similarity and difference in Spanish to the class
6. Role play a television interview
7. Prepare a statement to the public about your plans for the future
8. Prepare a statement to the media about a controversial topic
9. Role play a reporter and present a current news item
10. Prepare an essay about a topic of interest.

Structural Goals

1. Position of object pronouns with all tenses
2. Use of subject as indirect object to express lack of intent (se me olvido, se me cayó, etc.)
3. Sequence of tenses
4. Idiomatic expressions with dar, hacer, haber, tener, gustar
5. Neuter article - Lo
6. Idioms with: a, de, and en
7. Forms and use of the subjunctive
8. Recombination of all tenses
9. Conjunctions

Supplemental activities are strongly recommended, such as:

1. Computer related activities
2. Participation in foreign language camps, international days, foreign language forensics competition, etc.
3. Speaker presentations in the target language by professionals who use the language in their work
4. Role play in situations that require language usage in a professional manner for business, government, and education
5. Theatre, poetry, exposition and speech activities

Situational Goals

ENTERTAINMENT

I. Deportes

   A. Suggested Vocabulary

      1. See list p.181-Sports Vocabulary

      2. See List p.183-Verbs with Sports

   B. Suggested Activities

      1. Pick a sport, learn the terms, and play it (class versus class or team versus team).

      2. Have students talk about "mi deporte o deportista favorito" (a collage would be a good visual).

      3. Use Sports Games as review.
         See Supplement - "Play Futbol in Any Language" p. 184 and
         Supplement - "Rules for Baseball p. 186

      4. Listen to sample sportscast in Spanish if you can get one or else have students make one up basing it on TV format.

      5. Have students attend a school sporting event and report on it in Spanish.

   C. Culture

      1. See Culture Supplement p.187-Sports in Latin America.

   D. Additional Resources

      1. The Newspaper, Unit 18, "Sports Events," page 25, 26.

      2. Spanish Projectuals, no. 28.

      3. Pan y Mantequilla, "La Tienda de Articulos Deportivos," page 318.

SUGGESTED VOCABULARY LIST

*el baloncesto, el basquetbol	basketball
*el tenis	tennis
*el beisbol	baseball
*el golf	golf
*el ciclismo	bicycling
*el fútbol	soccer
*el fútbol americano	football
*la gimnasia	gymnastics
*las pesas	weightlifting
*el hockey	hockey
*la natación	swimming
*la equitación, el montar a caballo	horseback riding
*la vela	sailing
*el atletismo, la pista	track
*la lucha	wrestling
*el boxeo	boxing
*el volibol	volleyball
*patinar	(to) ice skate
*patinar de ruedas	roller skating
*pescar	(to) fish
*nadar	(to) swim
*esquiar	(to) ski (snow)
*esquiar en el agua	(to) ski (water)
*esquiar en el campo	(to) cross country ski
*caminar, hacer caminatas	(to) hike

*navegar	(to) sail
*acampar	(to) camp
*la fotografía	photography
*el boliche, los bolos	bowling

VERBS WITH SPORTS

coger la pelota	to catch the baseball
golpear la pelota de golf	to drive the golf ball
batear la pelota	to hit the baseball
patear el balón de balompié	to kick the football
ponerse el uniforme	to put on the uniform
montar una tabla hawaiana	to ride a surfboard
servir la pelota de tenis	to serve the tennis ball
patinar de ruedas en la calle	to skate in the street
esquiar cuesta abajo	to ski down the cliff
lanzar/tirar la pelota	to throw the baseball

SUPPLEMENT

PLAY FUTBOL - (IN ANY LANGUAGE)

1. Divide the class into two equal sides.
   (each side must have equal number of fast and slow students)
2. One from each group guesses a number between 1-10. The one guessing the number or the closest to it will have the choice of receiving or kicking, or defending or playing offense.
3. Decide which subject, lesson or outline you wish to use. For example:
   a. questions - must be specific and on a certain lesson.
   b. translations - must be a complete sentence, or a phrase.
   c. True or false - if negative answer, it must be corrected.
   d. completions - must be repeated and be specific, or a fact.
   e. conjugations - give the tense, and key of the verb.
   f. supplements - just be inclusive in the following subjects:
      1) holidays - of foreign countries, or ours.
      2) politics - presidents, parties, opinions or beliefs.
      3) weather - seasons, conditions, likes, dislikes, activities.
      4) mathematics - addition, subtraction, division, multiplication.
      5) geography - locations, capitals, language spoken.
      6) music - popular songs, dances.
      7) science - materials, products, industries, vocations.
      8) history - Mexico, Spain, South America, and United States.
4. The team with the ball, (pelota) gets four downs - offense.
5. Starting from the goal line, each correct response makes five yards. Twenty yards equals a first down.
6. When a team scores, the instructor asks one of the above for the extra point.

7. When a team is on, or inside of, the opponents' 30 yard line, they may go for a field goal. (la patada)

   Note: When not in position for la patada the offensive team must kick on fourth down.

8. On third down, (only) the offensive team may choose to pass. (el pase) El pase is equal to 20 yards.

   If the question is answered correctly, the opponents will get the ball (la pelota). INTERCEPTION

9. When the offensive team asks a question and it isn't answered, the person asking the question must answer correctly. If the question is not answered by the person asking that question, then that situation is considered a FUMBLE, and the defensive team recovers the ball at the position of the ball. This is applicable to any down.

10. In order to avoid the team with the ball, or the offensive team, asking their questions to the slow student, the instructor will choose the student to answer the question. This is applicable to the extra points, or the field goals.

11. Captains must choose different offense and/or defense in 5 seconds.

12. Answers and questions must be given in 5 seconds time.

SUPPLEMENT

RULES FOR BASEBALL

Two teams.

Four desks in the room are the bases. First person stands on home base. Pitcher (teacher) reads verb or phrase in Spanish. Person translates into English. If they are correct, they may proceed to first base. Next person comes up. This continues until the team has three outs. Team two begins. The game is played like regular baseball.

CULTURE SUPPLEMENT Ie

Sports in Latin America

No Hispanic person can hear the word "deportes" without thinking of soccer. Wide publicity in all the media is given to the sport both within the country and abroad. The fans are called "aficionados." Soccer and private clubs exist (e.g. El Club Rotario, El Club de Leones). There are inter-city championships whose winners go on to compete for the national championship. The national team of each country competes internationally at the "Mundiales" for the "Copa Mundial." Past winners include Brazil and Argentina.

A bullfight is called "una corrida de toros" and it is held in "la plaza de toros." The Hispanics do not think of bullfighting as a vicious sport, but rather as proof of man's strength over brute force. Bullfighting is considered an art form - a three-act drama with an epilogue. The "actors" that perform in the drama are: el matador, el banderillero, el picador, and of course, el toro. A common term for any participant in the corrida is "torero."

Proverbios: "El que de joven no corre, de viejo trota."
"El que mucho corre, pronto para."

ENTERTAINMENT

II. Television

A. Suggested Vocabulary

See list - La Televisión p. 189

B. Suggested Activities

1. Parody skit of game show or soap opera, including a commercial.

2. For fun, have students translate a page from the television section of the newspaper from English into Spanish. See sample p. 192

C. Culture

1. See Culture Supplement - "Television in Latin America." p. 196

2. Examine the TV Schedule from a Spanish newspaper.

D. Additional Resources

1. The Newspaper, p. 6

2. Spanish Projectuals, number 30, 31, 32.

SUGGESTED VOCABULARY

La Televisión

*el canal	channel
*la ciencia - ficción	science - fiction
*el detective	detective
*el documental	documentary
*el espía	spy
*el estudio	study
*el malo, la mala	the bad one
*la maravilla	wonder, marvel
*la naturaleza	nature
*el noticiario	newscast
*la novela	T.V. serial, soap opera
*la película	movie, film
*el policía	police officer
*el programa	program, show
*la serie	series
*la serie mundial	World Series
*el televisor	television set
*el televisor a colores	color T.V. set
*las variedades	variety show
*pasar	to show / broadcast
*actual	current, present-day
*musical	musical
*televisado, a	televised, broadcasted
*la antena	aerial, antenna

*el anuncio	ad, commercial
*el botón	button, knob
*el control	control
*la pantalla	screen
*el selector	selector, dial
*el sonido	sound
*la tele	T.V., television
*la teleguía	T.V. schedule
*el volumen	volume
*ajustar	to adjust
*apagar	to turn off
*apuntar	to aim, focus
*encender (ie), poner	to turn on
*entretenerse (ie)	to amuse oneself
*escoger	to choose
*garantizar	to guarantee
*gozar	to have fun
*morirse, ue	to die
*mover	to move
*absorbente	absorbent
*alto, a	tall, loud
*bajo, a	low
*bello, a	beautiful
*caro, a	expensive
*cómico, a	funny
*gracioso, a	cute
*horizontal	horizontal

suave	soft
vertical	vertical
se muere de risa	(he) dies laughing
el cabello	hair
la calidad	quality
la cámara	camera
la crema	cream
el champú	shampoo
la imágen	image
la loción	lotion
la piel	skin
broncear	to tan
peinar	to comb
usar	to use

SAMPLE

Miércoles

5:20	7	La llamada pastoral
5:30	7	El trimestre veranero
5:55	4	La mirada noticianal
6:00	2	Reporte de la finca/El Rancho
	4	El Club 700
	7	Las noticias de la mañana de CBS
	9	El hombre con máscara
7:00	2	El Conejito Bugs y sus amigos
	4	El Show de hoy
	7	El Capitán Canguro
	9	Buenos Días América
7:25	4	El tiempo regional de KOA
7:30	2	El Sargento Bilko
	4	El show de hoy
	7	Canguro (continued)
	9	Buenos Días América
8:00	2	Picapiedras
	4	El Show de hoy
	7	El Show de Noell y Andy
	9	Buenos Días América
8:25	4	La mirada noticianal 4
8:30	2	El Club de diversión Blinky
	4	El show de hoy
	7	¡Uy!
	9	Buenos Días América

8:45	6	El tiempo A.M.
9:00	2	El repaso del zoológico
	4	Donahue
	6	La literatura contemporánea
	7	Busca para mañana
	9	Laverne y Shirley
9:30	2	Denver Ahora
	4	Donahue (continued)
	6	Economía
	7	Todo en la familia
	9	El pleito familiar
10:00	2	El hombre de hierro
	4	Plus Pasapalabra
	6	La ley de negocios
	7	Dinah Shore
	9	El pirámide de $20,000
10:30	2	El hombre de heirro
	4	Los Cuadros de Hollywood
	6	La historia de América I
	7	Dinah Shore (continued)
	9	La esperanza de Ryan
11:00	2	La F.B.I.
	4	Los días de nuestras vidas
	6	La Calle Sésame
	7	El precio es correcto
	9	Todos Mis Niños

La Tarde

Mediodía	2	El descanso
	4	Mediodía
	6	Voltéate facilmente
	7	Las noticias
	9	Las noticias del canal 9
12:30	2	Una cosa familiar
	4	Mediodía
	7	Los Jóvenes y Los Inquietos
	9	Doris Día
1:00	2	Papá sabe mejor
	4	Los Médicos
	7	Como voltea el mundo
	9	El Hospital General
1:30	2	El Show de Miguel Douglas
	4	Como voltea el mundo
	7	Como voltea el mundo (continued)
	9	Hospital General
2:30	2	Miguel Douglas
	4	Otro mundo (continued)
	7	La luz guiante (continued)
	9	Una vida para vivir
3:00	2	Miguel Douglas
	4	Otro Mundo (continued)
	6	Señor Rogers (La colonia)
	7	M-A-S-H
	9	Una vida para vivir (continued)

3:30	2	
	4	Película (continued)
	6	La compañía eléctrica
	7	Merv Griffin
	9	Las Superestrellas de Kraft
4:00	2	El Perro Torcido
	4	Película (continued)
	6	La Calle Sésame
	7	Merv Griffin (continued)
	9	La mujer biónica
4:30	2	El Show de Gong
	4	Película (continued)
	7	Merv Griffin (continued)
	9	Mujer (continued)
5:00	2	Los Campesinos de Beverly
	4	La mirada noticianal 4
	6	La literatura contemporánea
	7	Las noticias
	9	La noticias del canal 9

CULTURE SUPPLEMENT

TELEVISION IN SPANISH-SPEAKING COUNTRIES

All Spanish-speaking countries have television, however, they have very few channels. Very few countries have color television. The television networks are usually government controlled, and the government has the privilege of restricting what is broadcast. They attempt not to expose the viewing audience to a great deal of violence.

The programming may include several shows borrowed from the United States and dubbed into Spanish. It is common for three or four soap operas to be shown in the evening. They originate in Mexico or Argentina. They appeal not only to women, but to men and children as well and are often a topic of discussion the following day at work. There is a notable scarcity of game shows.

Humor varies from culture to culture, therefore United States' variety shows are not usually broadcast, but rather locally produced.

ENTERTAINMENT

III. Musica

A. Suggested Vocabulary

See list - "Los Instrumentos Musicales" p. 198

B. Suggested Activities

1. Explore the possibilities of using "La Música es la Gente (Music is People).

2. Have a song session using "Música de Salsa Picante." Don't worry if you do not have a good singing voice, the music is also taped.

IV. Peliculas

A. Suggested Vocabulary

See list - "Las Películas " p. 199

B. Suggested Activities

1. Have students translate film titles from English to Spanish or Spanish to English. See Sample list p. 200

C. Additional Resources

The Newspaper, pp. 14, 15

SUGGESTED VOCABULARY

Los Instrumentos Musicales

*(el) acordeón	accordion
*(las) castañuelas	castanets
*(el) clarinete	clarinet
*(el) tambor (las) baterías	drum
*(la) flauta	flute
*(la) guitarra	guitar
*(la) armónica	harmonica
*(el) arpa	harp
*(las) maracas	maracas
*(el) órgano	organ
*(el) piano	piano
*(el) saxofón	saxophone
*(la) pandereta	tambourine
*(la) tuba	tuba
*(la) trompeta	trumpet
*(el) violín	violin
*tocar un instrumento	to play an instrument

SUGGESTED VOCABULARY

Las Películas

*la película

*la pantalla

*el proyector

*el actor

*la actriz

*el artista

*el cine

*el director

*la estrella

*las palomitas

*las refrescos

*los billetes, los boletos

LAS PELICULAS

Me llamo__________

La hora __________

1. Superhombre
2. Grasa
3. Fiebre de sábado por la noche
4. De cada manera sino suelto
5. Película, película
6. Guerra de las galaxias
7. Encuentros cercanos del tercer tipo
8. El agüero
9. El otro lado de la montaña
10. Expreso de medianoche
11. Castillos de hielo
12. Lo que el viento se llevó
13. Cera caliente americana
14. Blancanieves y los siete enanos
15. Los diez mandamientos
16. Más allá de medianoche
17. Un puente demasiado lejos
18. La batalla de medio-camino
19. La cruz de hierro
20. Anita Corredo
21. Momento por momento
22. El Cuento de Oliverio
23. Una Historia de Amor
24. Nace una estrella
25. Muerte en el Nilo

26. Milagro en la calle 42
27. Posada de las fiestas
28. Navidad blanca
29. Jesucristo superestrella
30. Interiores
31. Casa de los animales
32. Plátanos
33. El amor y la muerte
34. Todo lo que querían saber del sexo, pero no querían preguntar
35. Toma el dinero y corre
36. Espera hasta la oscuridad
37. El graduado
38. Perros de paja
39. Vaquero de medianoche
40. Tarde de perros
41. El padrino
42. El padrino II
43. Alicia ya no vive aquí
44. La mariposa
45. Te amo, Alicia B. Toklas
46. ¿Quién mata a los famosos cocineros de Europa?
47. ¿Matan a tiros a los caballos, no es cierto?
48. Volviendo a casa
49. Champú

INTRODUCTION

The Advanced Placement Program

Advanced Placement serves three groups: students who wish to pursue college-level studies while still in secondary school, schools that desire to offer these opportunities, and colleges that wish to encourage and recognize such achievement. It does this by providing practical descriptions of college-level courses to interested schools and the results of examinations based on these descriptions to the colleges of the students' choice. Participating colleges, in turn, grant credit and appropriate placement, or one of these, to students who have done well on the examinations. Thus the Advanced Placement Program is an instrument of cooperation that extends the educational opportunities available to students by effectively relating college-level courses at thousands of schools to appropriate credit and placement at the colleges that the students eventually attend.

AP Spanish: Spanish Language and Spanish Literature

The Advanced Placement Program in Spanish offers two course descriptions and examinations: Spanish Language and Spanish Literature. Each is intended for qualified students who wish to complete studies in secondary school comparable in difficulty and content to such third-year (level 3) college courses as Spanish Composition and Conversation or an Introduction to Hispanic Literature.

Spanish Language

The Advanced Placement Program in Spanish Language is intended for those who have chosen to develop their proficiency in Spanish without special emphasis on literature.

Students who enroll should already have a basic knowledge of the language and culture of Spanish-speaking peoples and should have attained a reasonable proficiency in listening comprehension, speaking, reading, and writing. They should be familiar with the expectations of the Program The College Board has prepared Teacher's Guide to AP Courses in Spanish Language to assist the teacher. Although these qualifications may be attained in a a variety of ways, it is assumed that most students will be in the final stages of their secondary school training and will have had substantial course work in the language.

The Course

A school's course in Advanced Placement Spanish Language covers the equivalent of a third-year college course in advanced Spanish composition and conversation. It stresses oral skills, composition, and grammar. Such a course, emphasizing the use of Spanish for active communication, has the following objectives:

1. the ability to comprehend formal and informal spoken Spanish;
2. the acquisition of vocabulary and a grasp of structure to allow the easy, accurate reading of newspaper and magazine articles as well as of modern Hispanic literature;
3. the ability to compose expository passages;
4. the ability to express ideas orally with accuracy and fluency.

Course content might best reflect intellectual interests shared by the students and teacher (the arts, history, current events, literature, culture, sports, etc.). Materials might well include recordings, films, newspapers, and magazines.

The course seeks to develop language skills that are useful in themselves and that can be applied to various activities and disciplines rather than to the mastery of any specific subject matter. Extensive training in the organization and writing of compositions must be an integral part of the Advanced Placement Spanish Language course.

SPANISH LITERATURE

The Course

Candidates for Advanced Placement Spanish Literature are expected to have completed the equivalent of a college third-year Introduction to Hispanic Literature, covering selected works from the literatures of Spain and Spanish America, (To Assist the teacher a booklet entitled *Teacher's Guide to AP Courses in Spanish Literature* has been prepared). Because students read and analyze Hispanic literature orally and in writing *in Spanish* for this purpose, the language proficiency reached by the end of the Advanced Placement course is generally equal to that of college students who have completed a third-year Spanish course in grammar, composition, and conversation. The function of the Advanced Placement Spanish Literature course is to prepare students:

1. to understand a lecture in Spanish and to participate actively in discussions on literary topics in Spanish;
2. to do a close reading of Hispanic literary texts in all genres;
3. to critically analyze the form and content of literary works orally and in writing using appropriate terminology.

Required Authors and their Selected Works will be stated in the Advanced Placement Course Description from the College Board.

Advanced Level Spanish

Other 500-501 classes, that are not necessarily the approved advanced placement course, can be offered. Such courses can focus on literature, the professions (medical, business, social services, etc.), and contemporary and historical social studies.

TESTING

The testing program for modern second languages and English as a second langauge must adhere to the general program objective to develop a true oral proficiency. Oral proficiency and the ability to communicate effectively are demonstrated by language which is meaningful, practical, realistic, spontaneous, personal, natural, culturally accurate and representative of human thought. Testing for a true ability to communicate is best illustrated by the American Council on the Teaching of Foreign Language (ACTFL) guidelines for oral proficiency testing. Such testing does not emphasize discrete testing of detailed and specific language features, nor testing of a body of material, but rather attempts to evaluate the level of competence on a scale based on the ability to perform increasingly more difficult tasks as was originated by the Foreign Service Institute. In other words, the ability to manipulate a specific list of grammatical points is not the objective of this type of testing, but rather the intent is to evaluate the true ability of the individual to perform realistic tasks which range from simple to very complex. Thus, tests for levels of proficiency attempt to evaluate real abilities to communicate rather than to identify specific language features or to elicit portions of a corpus of information which has been taught.

Savignon (1983: 256-274), discusses three general types of integrative tests: cloze tests, dictations and oral interviews.

In cloze tests, the student is given passages with "fill-in-the-blanks." The blanks represent words which have been systematically deleted. For beginning students, a list of the deleted words is provided below the passage. Various types of dictations can also be used in a testing program. Evaluation of dictations can be based on specific points or on general comprehension of the material presented. Various types of oral interviews are described by Savignon, 1983, which relate to situations encountered in everyday life, a communicative oral test for beginners and in-class peer evaluation forms.

Teachers should acquaint themselves with both the oral proficiency tests and achievement tests available. Achievement tests are used by the College Board and the professional associations of foreign language teachers for purposes of placement and evaluation of students. The ACTFL proficiency guidelines are used increasingly by universities and school districts to evaluate the ability of teachers and of student teachers. These proficiency guidelines are also being used by industry and private foundations since the ability to communicate in the local language in a foreign setting is of primary concern. Achievement tests can, when combined with oral proficiency tests, be very useful for evaluating student performance. A balance of approximately 60% oral proficiency tests and 40% achievement tests should be the general pattern followed in the Jefferson County Schools.

In Jefferson County schools, the articulation from junior high school to high school or from high school to a university is of great importance. Testing to facilitate this articulation may be accomplished by the appropriate choice below.

1. An Oral Proficiency Interview
2. American Association of French exam
   German exam
   Russian exam
   Spanish exam
3. District Exam
4. Regent's Exam
5. Advanced Placement Exam

The results of an Oral Proficiency Interview may be viewed in the following manner:

N	101	Novice
N^h	102	Novice high
I^L	201-202	Intermediate low
I^m	301-302	Intermediate mid
I^h	401-402	Intermediate high
A	501-502	Advanced

An integral part of the last year of junior high (8th, 9th grade) will include an Oral Proficiency Interview to be held at an appropriate time before registration and again in late May for those students whose language capabilities have radically changed over the spring months. This interview will insure better placement of students in their next level of study. It is also suggested that an oral interview be used to place transfer students in a correct level commensurate with their ability.

*Available in the
Department of
Second Language
Education Office

SECOND LANGUAGE EDUCATION
LANGUAGE PROFICIENCY RECORD

Student's Name ______________________ Date ______________

School ______________________ Language Area ______________

Achievement/Proficiency Test Used

☐ Proficiency Interview

☐ District Exam

☐ American Association of Spanish)
French)
German) Exam
Russian)

☐ Regents Exam

☐ Advanced Placement Exam

Instructor/Evaluator ______________________

Level Completed: (Check Appropriate Boxes)

☐ 101 N
☐ 102 N^H
☐ 201-202 I^L
☐ 301-302 I^M
☐ 401-402 I^H
☐ 501-502/AP Adv.

Strengths: ______________________

____

____

Weaknesses: ______________________

____

____

Comments: ______________________

____

____

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VERB TABLES

REGULAR VERBS (VERBOS REGULARES)

I - ar   II - er   III - ir

INFINITIVE (INFINITIVO)

tomar to take   comer to eat   vivir to live

PRESENT PARTICIPLE (GERUNDIO)

tomando taking   comiendo eating   viviendo living

PAST PARTICIPLE (PARTICIPIO PASADO)

tomado taken   comido eaten   vivido lived

SIMPLE TENSES (TIEMPOS SIMPLES)

INDICATIVE MOOD (MODO INDICATIVO)

PRESENT (PRESENTE)

I take, do take, am taking	I eat, do eat, am eating	I live, do live, am living
tomo	como	vivo
tomas	comes	vives
toma	come	vive
tomamos	comemos	vivimos
tomáis	coméis	vivís
toman	comen	viven

IMPERFECT (IMPERFECTO)

I was taking, used to take, took	I was eating, used to eat, ate	I was living, used to live, lived
tomaba	comía	vivía
tomabas	comías	vivías
tomaba	comía	vivía
tomábamos	comíamos	vivíamos
tomabais	comíais	vivíais
tomaban	comían	vivían

PRETERIT (PRETERITO)

I took, did take	I ate, did eat	I lived, did live
tomé	comí	viví
tomaste	comiste	viviste
tomó	comió	vivió
tomamos	comimos	vivimos
tomasteis	comísteis	vivisteis
tomaron	comieron	vivieron

FUTURE (FUTURO)

I will take	I will eat	I will live
tomaré	comeré	viviré
tomarás	comerás	vivirás
tomará	comerá	vivirá

tomaremos	comeremos	viviremos
tomaréis	comeréis	viviréis
tomarán	comerán	vivirán

CONDITIONAL (CONDICIONAL)

I would take	I would eat	I would live
tomaría	comería	viviría
tomarías	comerías	vivirías
tomaría	comería	viviría
tomaríamos	comeríamos	viviríamos
tomaríais	comeríais	viviríais
tomarían	comerían	vivirían

IMPERATIVE (IMPERATIVO)

take	eat	live
toma	come	vive
tomad	comed	vivid

SUBJUNCTIVE MOOD (MODO SUBJUNTIVO)

PRESENT (PRESENTE)

(that) I may take	(that) I may eat	(that) I may live
tome	coma	viva
tomes	comas	vivas
tome	coma	viva

tomemos	comamos	vivamos
toméis	comáis	viváis
tomen	coman	vivan

IMPERFECT, S FORM (IMPERFECTO, FORMA EN S)

(that) I might (would) take	(that) I might (would) eat	(that) I might (would) live
tomase	comiese	viviese
tomases	comieses	vivieses
tomase	comiese	viviese
tomásemos	comiésemos	viviésemos
tomaseis	comieseis	vivieseis
tomasen	comiesen	viviesen

r FORM (FORMA EN r)

(that) I might (would) take	(that) I might (would) eat	(that) I might (would) live
tomara	comiera	viviera
tomaras	comieras	vivieras
tomara	comiera	viviera
tomáramos	comiéramos	viviéramos
tomarais	comierais	vivierais
tomaran	comieran	vivieran

FUTURE SUBJUNCTIVE (FUTURO)(Note: Not used in modern Spanish.)

(that) I will (may) take	(that) I will (may) eat	(that) I will (may) live
tomare	comiere	viviere
tomares	comieres	vivieres
tomare	comiere	viviere
tomáremos	comiéremos	viviéremos
tomareis	comiereis	viviereis
tomaren	comieren	vivieren

COMPOUND TENSES (TIEMPOS COMPUESTOS)

INDICATIVE MOOD (MODO INDICATIVO)

PERFECT (PERFECTO)

I have taken		I have eaten		I have lived	
he		he		he	
has	tomado	has	comido	has	vivido
ha		ha		ha	
hemos		hemos		hemos	
habéis	tomado	habéis	comido	habéis	vivido
han		han		han	

PLUPERFECT (PLUSCUAMPERFECTO)

I had taken		I had eaten		I had lived	
había		había		había	
habías	tomado	habías	comido	habías	vivido
había		había		había	

habíamos		habíamos		habíamos	
habíais	tomado	habíais	comido	habíais	vivido
habían		habían		habían	

PRETERIT PERFECT (PRETERITO ANTERIOR)

(Note: Very limited use in literature in modern Spanish.)

I had taken		I had eaten		I had lived	
hube		hube		hube	
hubiste	tomado	hubiste	comido	hubiste	vivido
hubo		hubo		hubo	
hubimos		hubimos		hubimos	
hubisteis	tomado	hubisteis	comido	hubisteis	vivido
hubieron		hubieron		hubieron	

FUTURE PERFECT (FUTURO PERFECTO)

I will have taken		I will have eaten		I will have lived	
habré		habré		habré	
habrás	tomado	habrás	comido	habrás	vivido
habrá		habrá		habrá	
habremos		habremos		habremos	
habréis	tomado	habréis	comido	habréis	vivido
habrán		habrán		habrán	

CONDITIONAL PERFECT (CONDICIONAL PERFECTO)

I would have taken		I would have eaten		I would have lived	
habría		habría		habría	
habrías	tomado	habrías	comido	habrías	vivido
habría		habría		habría	

r FORM (FORMA EN r)

hubiera		hubiera		hubiera	
hubieras	tomado	hubieras	comido	hubieras	vivido
hubiera		hubiera		hubiera	
hubiéramos		hubiéramos		hubiéramos	
hubierais	tomado	hubierais	comido	hubierais	vivido
hubieran		hubieran		hubieran	

FUTURE PERFECT SUBJUNCTIVE (FUTURO PERFECTO) (Note: Not used in modern Spanish.)

(that) I will (may)	(that) I will (may)	(that) I will (may)
have taken	have eaten	have lived

hubiere		hubiere		hubiere	
hubieres	tomado	hubieres	comido	hubieres	vivido
hubiere		hubiere		hubiere	
hubiéremos		hubiéremos		hubiéremos	
hubiereis	tomado	hubiereis	comido	hubiereis	vivido
hubieren		hubieren		hubieren	

RADICAL-CHANGING VERBS

(VERBOS QUE CAMBIAN LA RAIZ)

CLASS I (I^a CLASE)

Verbs of the first and second conjugations only; e becomes ie and o becomes ue throughout the singular and in the third plural of all present tenses.

pensar to think

Pres. Ind.	pienso, piensas, piensa, pensamos, pensáis, piensan
Pres. Subj.	piense, pienses, piense, pensemos, penséis, piensen
Imperat.	piensa, pensad

volver to return, turn

Pres. Ind.	vuelvo, vuelves, vuelve, volvemos, volvéis, vuelven

Pres. Subj.	vuelva, vuelvas, vuelva, volvamos, volváis, vuelvan
Imperat.	vuelve, volved

CLASS II (II^a CLASE)

Verbs of the third conjugation only; e becomes ie, o becomes ue, as in Class I; e becomes i, o becomes u in the third person singular and plural of the preterit indicative, in the first and second persons plural of the present subjunctive, throughout the imperfect and future subjunctive, and in the present participle.

sentir to feel, regret

Pres. Ind.	siento, sientes, siente, sentimos, sentís, sienten
Pret. Ind.	sentí, sentiste, sintió, sentimos, sentísteis, sintieron
Pres. Subj.	sienta, sientas, sienta, sintamos, sintáis, sientan
Imperf. Subj.	(s form) sintiese, etc. (r form) sintiera, etc.
Fut. Subj.	sintiere, etc.
Imperat.	siente, sentid
Pres. Part.	sintiendo

dormir to sleep

Pres. Ind.	duermo, duermes, duerme, dormimos, dormís, duermen
Pret. Ind.	dormí, dormiste, durmió, dormimos, dormísteis, durmieron
Pres. Subj.	duerma, duermas, duerma, durmamos, durmáis, duerman
Imperf. Subj.	(s form) durmiese, etc. (r form) durmiera, etc.
Fut. Subj.	durmiere, etc.

Imperat.	duerme, dormid
Pres. Part.	durmiendo

CLASS III (III^a CLASE)

Verbs of the third conjugation only; e becomes i in all forms that had any radical change in Class II.

pedir to ask (for)

Pres. Ind.	pido, pides, pide, pedimos, pedís, piden
Pret. Ind.	pedí, pediste, pidió, pedimos, pedisteis, pidieron
Pres. Subj.	pida, pidas, pida, pidamos, pidáis, pidan
Imperf. Subj.	(s form) pidiese, etc. (r form) pidiera, etc.
Fut. Subj.	pidiere, etc.
Imperat.	pide, pedid
Pres. Part.	pidiendo

ORTHOGRAPHIC-CHANGING VERBS
(VERBOS CON CAMBIO ORTOGRÁFICO)

Verbs of the first conjugation ending in car, gar, guar, and zar have the following changes before e (that is, in the first person singular preterit indicative and throughout the present subjunctive):

c to qu	sacar to take out
	saqué, sacaste, etc.
	saque, saques, etc.

g to gu pagar to pay for
pagué, pagaste, etc.
pague, pagues, etc.

gu to gu averiguar to ascertain
averigüé, averiguaste, etc.
averigüe, averigües, etc.

z to c empezar to begin
empecé, empezaste, etc.
empiece, empieces, etc.

Verbs of the second and third conjugation ending in cer and cir, ger and gir, guir, and quir have the following changes before o and a (that is, in the first person singular present indicative and throughout the present subjunctive):

c to z (if the ending cer or cir is preceded by a consonant)
vencer to conquer
venzo, vences, etc.
venza, venzas, etc.
esparcir to scatter
esparzo, esparces, etc.
esparza, esparzas, etc.

c to zc (if the ending cer or cir is preceded by a vowel)
conocer to know
conozco, conoces, etc.
conozca, conozcas, etc.

g to j coger to catch
cojo, coges, etc.
coja, cojas, etc.

dirigir to direct
dirijo, diriges, etc.
dirija, dirijas, etc.

qu to g distinguir to distinguish
distingo, distingues, etc.
distinga, distingas, etc.

qu to c delinquir to be delinquent
delinco, delinques, etc.
delinca, delincas, etc.

Verbs whose stem ends in a vowel change unaccented i between two vowels to y (that is, in the third person singular and plural preterit indicative, throughout the imperfect and future subjunctive, and in the present participle):

leer to read leí, leiste, leyó, leyeron
leyese, etc.
leyera, etc.
leyendo

Verbs ending in uir in which the u is sounded insert y before all vowels except i throughout all present tenses:

incluir to include incluyo, incluyes, incluye, incluimos,
incluis, incluyen
incluya, etc.

Some verbs ending in iar and uar bear the written accent on i and u throughout the singular and the third person plural of all present tenses:

enviar to send	envío, envías, etc.
	envíe, envíes, etc.
	envía (imper.)
continuar to continue	continúo, continúas, etc.
	continúe, continúes, etc.
	continúa (imper.)

Verbs ending in eir, in changing stem e to i, drop the i of endings beginning with ie or io:

reir to laugh	río, ríes, etc.
	reí, reiste, rió, etc.
	riese, etc.
	riera, etc.
	riere, etc.
	riendo

Verbs whose stem ends in ll or ñ drop the i of endings beginning with ie and io. Likewise, irregular preterits with stems ending in j drop i of endings beginning with ie and io:

bullir to boil	bulló, bulleron
	bullese, etc.
	bullera, etc.

	bullere, etc.
	bullendo
reñir to scold, quarrel	riñó, riñeron
	riñese, etc.
	riñera, etc.
	riñer, etc.
	riñendo
decir to say	dijeron
	dijese, etc.
	dijera, etc.
	dijere, etc.

Other verbs like decir are traer (to bring) and compounds of ducir, such as conducir (to conduct).

Some verbs are both radical-changing and orthographic-changing:

comenzar to begin	comienzo
	comience
colgar to hang	cuelgo
	cuelgue

IRREGULAR VERBS

(VERBOS IRREGULARES)

Only those moods and tenses that have irregularities are given here. Verbs that are irregular in the past participle only are: abrir (to open) abierto;

cubrir (to cover) cubierto; escribir (to write) escrito; and romper (to break) roto.

andar to go, walk

Pret.	anduve, anduviste, anduvo, anduvimos, anduvisteis, anduvieron
	(s form) anduviese, etc.
Imperf. Subj.	(r form) anduviera, etc.
Fut. Subj.	anduviere

asir to sieze

Pres. Ind.	asgo, ases, ase, asimos, asís, asen
Pres. Subj.	asga, asgas, asga, asgamos, asgáis, asgan

caber to fit in

Pres. Ind.	quepo, cabes, cabe, cabemos, cabéis, caben
Pret. Ind.	cupe, cupiste, cupo, cupimos, cupísteis, cupieron
Fut. Ind.	cabré, cabrás, cabrá, cabremos, cabréis, cabrán
Cond. Ind.	cabría, cabrías, cabría, cabríamos, cabríais, cabrían
Pres. Subj.	quepa, quepas, quepa, quepamos, quepáis, quepan
	(s form) cupiese, etc.
Imperf. Subj.	(r form) cupiera, etc.
Fut. Subj.	cupiere, etc.

caer to fall

Pres. Ind.	caigo, caes, cae, caemos, caéis, caen
Pret. Ind.	caí, caiste, cayó, caímos, caísteis, cayeron
Pres. Subj.	caiga, caigas, etc.

Imperf. Subj.	(s form) cayese, etc. (r form) cayera, etc.
Fut. Subj.	cayere, etc.
Past Part.	caído

conducir to conduct

Pres. Ind.	conduzco, conduces, conduce, conducimos, conducís, conducen
Pret. Ind.	conduje, condujiste, condujo, condujimos, condujisteis, condujeron
Pres. Subj.	conduzca, conduzcas, conduzca, conduzcamos, conduzcáis, conduzcan
Imperf. Subj.	(s form) condujese, etc. (r form) condujera, etc.
Fut. Subj.	condujere, etc.

dar to give

Pres. Ind.	doy, das, da, damos, dais, dan
Pret. Ind.	di, diste, dio, dimos, disteis, dieron
Pres. Subj.	dé, des, dé, demos, deis, den
Imperf. Subj.	(s form) diese, etc. (r form) diera, etc.
Fut. Subj.	diere, etc.

decir to say, tell

Pres. Ind.	digo, dices, dice, decimos, decís, dicen
Pret. Ind.	dije, dijiste, dijo, dijimos, dijisteis, dijeron
Fut. Ind.	diré, dirás, dirá, diremos, diréis, dirán

Cond.	diría, dirías, diría, diríamos, diríais, dirían
Pres. Subj.	diga, digas, diga, digamos, digáis, digan
Imperf. Subj.	(s form) dijese, etc. (r form) dijera, etc.
Fut. Subj.	dijere, etc.
Imperative	di, decid
Past Part.	dicho
Pres. Part.	diciendo

errar to err

Pres. Ind.	yerro, yerras, yerra, erramos, erráis, yerran
Pres. Subj.	yerre, yerres, yerre, erremos, erréis, yerren
Imperative	yerra, errad

estar to be

Pres. Ind.	estoy, estás, está, estamos, estáis, están
Pret. Ind.	estuve, estuviste, estuvo, estuvimos, estuvisteis, estuvieron
Pres. Subj.	esté, estés, esté, estemos, estéis, estén
Imperf. Subj.	(s form) estuviese, etc. (r form) estuviera, etc.
Fut. Subj.	estuviere, etc.
Imperative	está, estad

haber to have (impers., to be)

Pres. Ind.	he, has, ha, (impers., hay), hemos, habéis, han
Pret. Ind.	hube, hubiste, hubo, hubimos, hubísteis, hubieron
Fut. Ind.	habré, habrás, habrá, habremos, habréis, habrán

Cond.	habría, habrías, habría, habríamos, habríais, habrían
Pres. Subj.	haya, hayas, haya, hayamos, hayáis, hayan
Imperf. Subj.	(s form) hubiese, etc. (r form) hubiera, etc.
Fut. Subj.	hubiere, etc.

hacer to do, make

Pres. Ind.	hago, haces, hace, hacemos, hacéis, hacen
Pret. Ind.	hice, hiciste, hizo, hicimos, hicisteis, hicieron
Fut. Ind.	haré, harás, hará, haremos, haréis, harán
Cond.	haría, harías, haría, haríamos, haríais, harían
Pres. Subj.	haga, hagas, haga, hagamos, hagáis, hagan
Imperf. Subj.	(s form) hiciese, etc. (r form) hiciera, etc.
Fut. Subj.	hiciere, etc.
Imperative	haz, haced
Past Part.	hecho

ir to go

Pres. Ind.	voy, vas, va, vamos, vais, van
Imperf. Ind.	iba, ibas, iba, íbamos, ibais, iban
Pret. Ind.	fui, fuiste, fue, fuimos, fuisteis, fueron
Pres. Subj.	vaya, vayas, vaya, vayamos, vayáis, vayan
Imperf. Subj.	(s form) fuese, etc. (r form) fuera, etc.
Fut. Subj.	fuere, etc.
Imperative	ve, id
Pres. Part.	yendo

jugar to play

Pres. Ind.	juego, juegas, juega, jugamos, jugáis, juegan
Pret. Ind.	jugué, jugaste, jugó, jugamos, jugasteis, jugaron
Pres. Subj.	juegue, juegues, juegue, juguemos, juguéis, jueguen, juega, jugad

oir to hear

Pres. Ind.	oigo, oyes, oye, oímos, oís, oyen
Pret. Ind.	oí, oíste, oyó, oímos, oísteis, oyeron
Pres. Subj.	oiga, oigas, oiga, oigamos, oigáis, oigan
Imperf. Subj.	(s form) oyese, etc. (r form) oyera, etc.
Fut. Subj.	oyere, etc.
Imperative	oye, oíd
Past Part.	oido

oler to smell

Pres. Ind.	huelo, hueles, huele, olemos, oléis, huelen
Pres. Subj.	huela, huelas, huela, olamos, oláis, huelan
Imperative	huele, oled

poder to be able

Pres. Ind.	puedo, puedes, puede, podemos, podéis, pueden
Pret. Ind.	pude, pudiste, pudo, pudimos, pudisteis, pudieron
Fut. Ind.	podré, podrás, podrá, podremos, podréis, podrán
Cond.	podría, podrías, podría, podríamos, podríais, podrían
Pres. Subj.	pueda, puedas, pueda, podamos, podáis, puedan

Imperf. Subj.	(s form) pudiese, etc. (r form) pudiera, etc.
Fut. Subj.	pudiere, etc.
Pres. Part.	pudiendo

poner to put, place

Pres. Ind.	pongo, pones, pone, ponemos, ponéis, ponen
Pret. Ind.	puse, pusiste, puso, pusimos, pusisteis, pusieron
Fut. Ind	pondré, pondrás, pondrá, pondremos, pondréis, pondrán
Cond.	pondría, pondrías, pondría, pondríamos, pondríais, pondrían
Pres. Subj.	ponga, pongas, ponga, pongamos, pongáis, pongan
Imperf. Subj.	(s form) pusiese, etc. (r form) pusiera, etc.
Fut. Subj.	pusiere, etc.
Imperative	pon, poned
Past Part.	puesto

querer to wish

Pres. Ind.	quiero, quieres, quiere, queremos, queréis, quieren
Pret. Ind.	quise, quisiste, quiso, quisimos, quisisteis, quisieron
Fut. Ind.	querré, etc.
Cond.	querría, etc.
Pres. Subj.	quiera, quieras, quiera, queramos, queráis, quieran
Imperf. Subj.	(s form) quisiese, etc. (r form) quisiera, etc.
Fut. Subj.	quisiere, etc.
Imperative	quiere, quered

saber to know

Pres. Ind.	sé, sabes, sabe, sabemos, sabéis, saben
Pret. Ind.	supe, supiste, supo, supimos, supísteis, supieron
Fut. Ind.	sabré, etc.
Cond.	sabría, etc.
Pres. Subj.	sepa, sepas, etc.
Imperf. Subj.	(s form) supiese, etc. (r form) supiera, etc.
Fut. Subj.	supiere, etc.

salir to go out

Pres. Ind.	salgo, sales, sale, salimos, salís, salen
Fut. Ind.	saldré, etc.
Cond.	saldría, etc.
Pres. Subj.	salga, salgas, salga, salgamos, salgáis, salgan
Imperative	sal, salid

ser to be

Pres. Ind.	soy, eres, es, somos, sois, son
Imperf. Ind.	era, eras, era, éramos, erais, eran
Pret. Ind.	fui, fuiste, fue, fuimos, fuisteis, fueron
Pres. Subj.	sea, seas, sea, seamos, seáis, sean
Imperf. Subj.	(s form) supiese, etc. (r form) supiera, etc.
Fut. Subj.	supiere, etc.
Imperf. Ind.	era, eras, era, éramos, erais, eran
Pret. Ind.	fui, fuiste, fue, fuimos, fuisteis, fueron
Pres. Subj.	sea, seas, sea, seamos, seáis, sean

tener to have

Pres. Ind.	tengo, tienes, tiene, tenemos, tenéis, tienen
Pret. Ind.	tuve, tuviste, tuvo, tuvimos, tuvisteis, tuvieron
Fut. Ind.	tendré, etc.
Cond.	tendría, etc.
Pres. Subj.	tenga, tengas, tenga, tengamos, tengáis, tengan
Imperf. Subj.	(s form) tuviese, etc. (r form) tuviera, etc.
Fut. Subj.	tuviere, etc.
Imperative	ten, tened

traer to bring

Pres. Ind.	traigo, traes, trae, traemos, traéis, traen
Pret. Ind.	traje, trajíste, trajo, trajimos, trajisteis, trajeron
Pres. Subj.	traiga, traigas, traiga, traigamos, traigáis, traigan
Imperf. Subj.	(s form) trajese, etc. (r form) trajera, etc.
Fut. Subj.	trajere, etc.

valer to be worth

Pres. Ind.	valgo, vales, vale, valemos, valéis, valen
Fut. Ind.	valdré, etc.
Cond.	valdría, etc.
Pres. Subj.	valga, valgas, etc.
Imperative	val, valed

venir to come

Pres. Ind.	vengo, vienes, viene, venimos, venís, vienen
Pret. Ind.	vine, viniste, vino, vinimos, vinísteis, vinieron
Fut. Ind.	vendré, etc.
Cond.	vendría, etc.
Pres. Subj.	venga, vengas, etc.
Imperf. Subj.	(s form) viniese, etc. (r form) viniera, etc.
Fut. Subj.	viniere, etc.
Imperative	ven, venid
Pres. Part.	viniendo

ver to see

Pres. Ind.	veo, ves, ve, vemos, veís, ven
Imperf. Ind.	veía, veías, veía, veíamos, veíais, veían
Pres. Subj.	vea, veas, etc.
Past Part.	visto

GAMES

1. CHISMES

Choose two or more teams and line them up in rows. The teacher whispers a sentence into the ear of the first student on each team who then passes it on to the second, etc. The team which can repeat the sentence with fewest errors wins. This game works to develop the students' listening and retaining abilities.

2. CHAIN (Cadena)

This game helps build memorization and retention of vocabulary. Each student must remember what the previous students have said and add an item of his own.

Example: Teacher: ¿Adónde vas, Juan? Juan: Voy a nadar. Teacher: ¿Y tú, Carlos? Carlos: Voy a nadar y a bailar. Teacher: ¿Y tú, María? María: Voy a nadar, bailar, y a comer. (The teacher is to vary the question to fit the vocabulary desired.)

3. BUILDING SENTENCES FROM GIVEN WORDS (Construyendo)

The teacher gives the student three words, preferably a subject, a verb and an object. The student is then to construct a sentence adding whatever is necessary to complete a correct structure.

Example: María, parque, vamos. The student must come up with María y yo vamos al parque. The words given by the teacher can be given orally or written on cards prepared by the teacher.

4. TO TELL THE TRUTH (Mentirosos)

Three students are chosen to play the part of one of the characters in the text. These students can only answer "sí o no" to the questions asked by the rest of the class. However, only one always tells the truth. The other two must include at least one false answer. After five minutes or so of questions, the class votes on which one of the three is the real character chosen.

Example: Question from the class . . . ¿Cómo te llamas? Student no. 1: Me llamo Emilio Fernández; Student no. 2: Me llamo Emilio Fernández; Student no. 3: Me llamo Emilio Fernández. From here on false and misleading responses are given except by one student who must always give correct and true responses. (Famous people can also be used.)

5. FOOTBALL (Fútbol)

Two teams are chosen and a field with yard markers every ten yards is drawn on the blackboard. A coin can be flipped to determine the team that starts first. The "ball" is placed on the 50 yard line and if the student from the beginning team can answer correctly the question asked, his team moves to the opponent's 40 yard line. The second team then has a chance to return the ball to the fifty yard line but if they are unable to answer correctly, the beginning team has the opportunity to advance to the 30 yard line, etc. Allow 15 to 20 seconds for an answer. Also, the teacher should have the questions written on cards, shuffle these, and then ask the questions.

6. PASSWORD (Pasapalabra)

Two teams are chosen. The teacher chooses a word from one of the dialogues and then gives a one word association clue to the first student on one team. He has 20 seconds to respond. If he answers correctly his team is given 10 points. If he cannot guess the word, a new clue with a value of 9 points, is given to the first student of the other team, and so on until the word is guessed. When one team accumulates 25 points the game ends. The teacher must have prepared a list of words with corresponding clue words so as not to slow down the pace of the game.

Example: If the word were rana the clues might be verde, agua, caja, viva, arroyo, etc.

7. SCAVENGER HUNT (La Búsqueda)

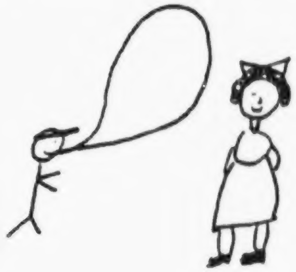
The teacher chooses an object, a person or action which the students must find in their cue books. The first student to hold up his hand and answer correctly wins a point for his team.

Example: Un muchacho jugando con su perro. (3-5; 3-21) The students can be given a written list of things to look for making this more than an oral exercise.

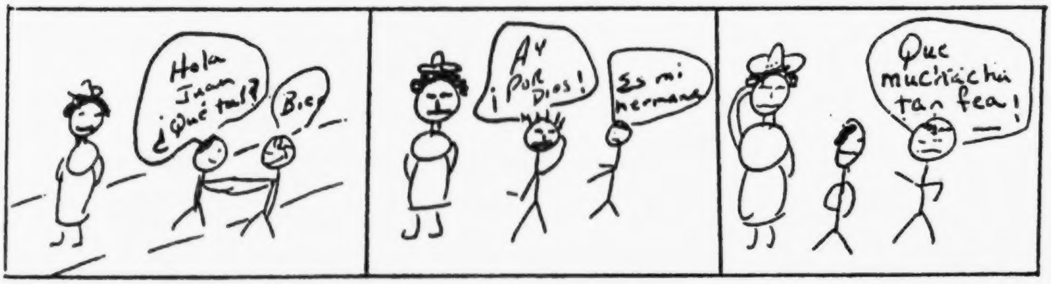
8. CARTOON FILL-INS (Tiras Cómicas)

The teacher prepares dittos with stick figures drawn on them and a choice of statements (3) written below. The students are then to write on their individual paper the correct line in the bubble provided.

Hace frío.
Nací en México
Mi amiga es muy gorda.



NOTE: A variation of this game is to draw three or four cartoons which tell a story, or cut them from a Spanish newspaper or magazine. Arrange them in an illogical sequence and have the students re-arrange them in their original or logical order.


Hola Juan ¿Qué tal?
Bien
Ay ¡Por Dios!
Es mi hermana
Que muchachita tan fea!

9. CRUCIGRAMAS

Care should be taken to limit the vocabulary and definitions to familiar items. Some puzzles are included for certain lessons (see following materials). A variation is a puzzle in which the student tries to circle the words from a group of letters.

R	S	O	I	A	T	R	A	M	E
B	A	S	T	M	E	L	U	O	S
I	P	O	M	I	D	F	L	E	T
M	M	S	A	G	U	A	M	A	N
A	P	A	P	O	X	R	S	E	O
N	I	R	N	O	H	R	O	J	O
E	R	A	N	A	D	A	R	M	A

Enrique es amigo de Emilio.
La rana esta viva.
Emilio y Enrique van a nadar.
Iman - es el perro de Pepito.
Pepito le da una pastilla a Imán.

10. LO TENGO

This game is very similar to Bingo and can be played with numbers, alphabet or vocabulary. A box with four squares in each direction is drawn on the student's paper and he is to fill in sixteen different items in the spaces. The teacher then calls out a word or definition and the students mark it on their paper if they have it. The first student to mark four items in a diagonal, vertical or horizontal line says "lo tengo" and wins.

11. FIVE SQUARE (Cuadrado)

A box with five spaces in each direction (you may decide you want more or fewer spaces) is drawn on paper or on the board. The teacher writes a word vertically. The object is to start a word with each of the letters provided. Unless more difficulty is desired the, vertical columns need not form words.

P	l	u	m	a
A	n	i	t	a
P	e	rr	o	s
E	s	t	o	s
L	i	b	r	o

12. HANGMAN (Verdugo)

This game is a good review of the alphabet. The teacher or a student chooses a word familiar to the students and writes the number of spaces on the board under a gallows. The students proceed to name letters of the alphabet. If the letter is in the word chosen, the letter is written in the appropriate space. If not, a part of a body is drawn into the gallows. The object of this game is to guess the word and if this has not been accomplished before complete body is drawn, the man is hanged and the game starts all over. The teacher may play this game with the whole class or divide it into teams.

(c) (o) (m) (i) (d) (a)

13. DENTRO-FUERA

This game should be limited to about eight players at a time. The players are situated around a big circle. The teacher then reads a noun. If it is a masculine noun the players must jump inside the circle. If it is a feminine noun they must jump outside. Several masculine or feminine nouns in a row can be given and the faster the pace the better. Those students who jump at the wrong time are eliminated. The game continues until only one student remains.

14. BEISBOL

The teacher should either place student desks in the form of a baseball diamond or draw one on the board. The students are then to be divided into two teams and given names in the language such as "Tigres" or "Indios." Written questions representing triple, double, etc. can be drawn from a box and a student given twenty seconds to answer or be considered out. The number of bases a player can advance on each hit should be determined beforehand; one base for a single, two for a double, etc.

15. PASO

Students are grouped in circles and the first student says uno, the second dos, etc. Each time the number four occurs, the student whose turn it is should say paso instead of that number. If he forgets, he stands up. The game continues until only one student is sitting down.

Example: uno, dos, tres, PASO, cinco, seis, siete, PASO, nueve, diez, once, PASO, trece, PASO, quince, PASO, diez y siete, etc.

Many variations are possible using different numbers for multiples. This game is also called Buzz and Caracoles.

16. ¿QUIEN SOY YO?

One student takes the role of a person in the text and the rest of the class tries to guess his identity. The student gives one sentence clues starting with the most difficult and proceeding to the easiest.

Example: The person to be guessed is *Amelia*.

Me gusta ir de compras. Tengo tres hermanos. Mi amiga se llama María. Pepito tenía mi libro de literatura. Etc.

A variation of the game is to have the class ask questions and allow the student to answer only *sí* or *no*. When the students know more vocabulary, popular entertainers and politicians can be guessed.

17. EL PSIQUIATRA

This is a word association game. One student begins by saying a word and points to another student who must say the first related word that comes to mind. He in turn points to a third student who says a word related to the second student's word. This process continues until several students have become involved. A new word is then introduced and the same pattern is followed.

Example: First student - *rana*, Second student - *agua*, Third student - *arroyo*, etc.

18. TIC TAC TOE

The teacher picks two teams and a representative of each goes to the board where a design has been drawn. One team takes the X's and the other the O's. A flip of a coin can determine which team plays first. The student who is to begin chooses the square in which he wishes to put his X or O. The teacher then asks him a question which he must answer within twenty seconds. If he answers correctly he draws the X or O in the square. If not, the opposing student may choose the same square or a different one and follow the same procedure. The object, as in the regular game, is to get three X's or O's in a row.

19. MIXED WORDS (Palabras Entreveradas)

This is a good activity to illustrate the variety of possible structures in a language. The sentences of a dialogue can be scrambled and the student asked to rearrange them in correct and meaningful order.

Example: venden, tomates, se, aquí, muchacho, no.

No, muchacho, aquí se venden tomates. or No se venden tomates aquí, muchacho. or Aquí no se venden tomates, muchacho.

20. MIXED LETTERS IN A WORD (Letras Mezcladas)

The student is asked to unscramble the letters of a word and complete the blank. A mí me gusta (tmnoar) montar a caballo.

21. BOOKS (Libros)

Four different items in the same category make up a book. Cards are prepared with these four items and distributed among four to seven players. The name at the top is the card the player has. The three names below are for reference only. The student to the dealer's left begins by trying to guess what other student has the card or cards he needs to complete a book. He must call for the card from one specific person at a time. Example: Juan ¿Tienes rojo? If he is correct he continues guessing, if not, the player to his left takes his turn. As soon as a player has all four cards of a category he lays down this book. The player with the most books wins.

1. Azul

2. Rojo
3. Verde
4. Negro

About ten categories or forty cards is enough for a good game. Some suggested categories are: colores, familia, animales, estaciones, países, transporte, cosas para le escuela, ropa, comida and bebidas.

22. RUN-ON SENTENCES (Oraciones con Mala Puntuación)

The student is to separate familiar sentences that have been run together.

Example: ¿Puedoirconustedes? ¿Puedo ir con ustedes?

23. PALABRAS

The object of this game is to make as many words as possible from one long word.

Example: nuestros

1. no 2. estos 3. tres 4. te 5. nos 6. su 7. sus 8. es 9. son 10. uso 11. usen etc.

This activity lends itself readily to team situations.

24. MATEMATICAS

Each student draws a card from a box and keeps it face down on his desk. On the cards are written the numbers and the terms menos and y. When the teacher gives the signal the four students whose cards make up the answer to a problem each receive a point.

Example: Student 1 has siete, student 2 has menos, student 3 has tres, and student 4 has cuatro.

The cards should be returned to the box and re-shuffled after each winning combination. The student with the most points at the end of the game is the winner.

25. SIMON DICE

This game is good when teaching the parts of the body and can also be used with colors. A leader calls out the name of an object and the class is to touch the object or raise a card with that object only when the words "Simón dice" come first.

Example: Leader - Simón dice el dedo, Simón dice la mano, el pelo. All students who touched their hair would be eliminated because the leader did not say "Simón dice" before saying el pelo.

26. SUMAR Y RESTAR

This game is nothing more than the old ciphering match. Two teams are chosen and a representative of each is sent to the board. The teacher reads a problem and the student who finishes first receives a point.

Example: Teacher: Cuarenta y seis menos treinta y dos son:

Student writes:

$$\begin{array}{r} 46 \\ -32 \\ \hline 14 \end{array}$$

The teacher should probably require the student to repeat the answer orally as well.

FOR MORE GAMES AND ACTIVITIES USE:

1. The New Games Book
   More New Games 1976
   Dolphin Books
   Doubleday and Co.

2. Real Communication in Spanish 1973
   The Adirondack Mountain Humanistic Education Center
   Springfield Road
   Upper Jay, New York, 12987

3. Classroom Techniques: Foreign Languages and English as a Second Language 1972,
   Edward David Allen and Rebecca M. Valette 1977
   Harcourt Brace Jovanovich, Inc.
   New York

4. Caring and Sharing in the Foreign Language Class 1978
   Gertrude Moskowitz
   Newbury House Publishers, Inc.
   Rowley, Massachusetts 01969

5. Intercambios (an activity manual) 1980
   G. Ronald Freeman
   Random House

ACTIVITIES

1. La Entrevista. Purpose - getting acquainted.

A. Give students a set of basic questions to ask each other. Each person being interviewed should volunteer three things about him/herself that no one knows. A list of these three things is turned into the teacher. The next day, the teacher compiles the information and distributes a list entitled "Busca a alguien que."

ex. (1) tiene una bicicleta
(2) ha tenido una tortuga
(3) muy rara vez mira televisión
(4) ha comido, etc.

The teacher includes two items that apply to him/her.

Ready to play: (Suggested time allowed - 15 min.) Students circulate through the classroom asking questions. Spanish must be used at all times. Students may answer "Sí o no o no sé" if the question is asked in English or has a Spanish error. Students complete the list by collecting signatures of the person who fits the description.

B. Variation - the person has to tell you at least one lie amidst the truth. Class guesses what was the false statement.

A follow-up: question/answer

Ask questions - "¿Quién es la persona que ha comido patas de rana?" or class introductions - "Ella es María Smith. María ha comido patas de rana," etc.

C. Job Interview

D. To Practice Imperfect/Preterite

Questions are aimed at different periods of your life.

Ex. - Cuando tenías 5 años (5/12/el año pasado). . .?

¿ Con quién jugabas?

¿ Dónde vivías? Etc.

E. Celebrity or Famous Person, Thing, Place Interview

Ex. - You are Simón Bolivar, Carlitos o Machu Picchu o una tortuga.

Can be adapted to various sized groups from pairs to whole class asking questions.

F. Tape an interview with a Spanish-speaking person in the community (school or vicinity).

2. Bingo

Fill the bingo sheet with:

(a) numbers

(b) names, animals, verbs

(c) people bingo - pick a description that fits you and sign your name in the box. Find someone who fits the descriptions and ask him/her to sign his/her name in the box. Each person may sign your card once. When you have a bingo, stop the game by shouting "bingo."

A variation is Globingo. All questions are directed toward their acquaintances and experiences with people and travel around the world.

(d) pictures with specialized vocabulary or that focus on specific grammatical constructions.

3. ¿Quién soy yo?

A. Prepare individual sheets of paper with the written name of a famous person. Ask for a volunteer to come to the front of the class. Tape the name to the volunteer's back. The student turns with his back to the class to reveal the famous person's name, then faces the class. The class provides clues in Spanish to help the volunteer learn who he is representing. Based on the clues provided he guesses until he reveals the correct name. Then he selects the next student to repeat the exercise.

Variations:

B. The volunteer receives a card with a name on it. The class asks questions to figure out who he/she is. The person that guesses who it is, is the next to go before the class. Questions must elicit si/no answers.

C. After reading a short novel or short story, the teacher distributes cards with the names of the main characters. Students intermingle and ask questions until they guess what characters these people represent. A time limit may be set.

D. Each student has a name taped to his back. The entire class moves about and asks questions about their own identity until they discover who they are and then sits down.

E. ¿Qué soy yo? Play like A, B, C, or D suggests, only use names of things or places instead of people.

Advanced students may prepare a written/typed description of a place or thing.

4. Toss Across - Tira la Bolsa

Get a toss across game from a local toy store. Place the board in front of the class. Divide the class into two teams. (los x u los o.) Teacher asks questions, asks for synonyms, antonyms, translations, verb forms, etc. of a student on the first team. If he/she is correct, you give him/her five bean bags. He stands behind the taped line of his choice on the floor (3 lines - 1st line is closest to toss across board and is worth five points; 2nd line is further away from board and is worth ten points; 3rd line behind the 2nd line is worth fifteen points). The student tosses one bean bag at a time. If he gets an x (and is on the x team, standing behind the 5 point line), he gets 5 points for his team. If, in the next toss he gets an o, he gives 5 points to the o team. No points are tallied until all bean bags have been thrown (to allow for changes, an x on one throw could turn to an o on the next throw). After tossing, the student is seated. The teacher then asks a student from the other team. If he doesn't know the answer, it goes back to the x team. And the process continues. When 3 x's in a row are made or 3 o's, 50 points are awarded and a new game is started by clearing the board.

5. Riesgo

Use library book jackets for the cards and categories. Paste them on a board or cardboard. Write the number of points on the book jackets. You can have any category you want. The questions should be from simple to more difficult according to the points. The game is played in teams or individually, according to the size of the class. The student will ask in Spanish for a category and the number of points. *Quiero ciudades por 30 puntos. The teacher will read the card and the student responds with a question. For example -

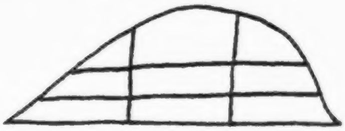
Teacher - "La capital de Colorado."

Student-"¿Qué es Denver?"

If the student has the correct response, he gets the points for his group of himself. Then the other team gets a chance. The game ends when all the categories have been answered.

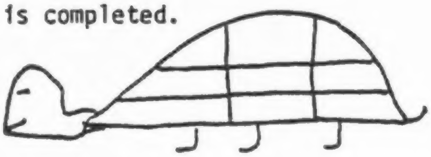
(Category)	(Category)	(Category)	(Category)	(Category)
10	10	10	10	10
20	20	20	20	20
30	30	30	30	30
40	40	40	40	40
50	50	50	50	50

6. La Tortuga



Students need paper and pencil. They write numbers 1 - 15 and make a shell of a turtle divided into 9 parts. The teacher does the same thing on the board. This can be used to review verb conjugations, vocabulary, etc. Example: yo hablar

Students write the answer they think is correct. Teacher waits a few seconds, then writes the correct answer on the board. If the student is correct, he adds a part to the turtle (head, legs (4), tail). Then he fills in the spaces in the shell with each correct answer until the turtle is completed.



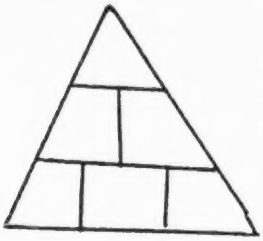
Students with a complete turtle will shout, "Tortuga!" Points can be awarded.

7. La Pirámide de 20,000 Pesos

For advanced classes.

1. Two teams
2. 1 person from a team volunteers to start and selects a category.
3. He gives clues to his team and the team guesses.
4. They have 30 seconds to guess all 5 words.
5. Team gets points according to the number of correct answers.

A board can be made out of cardboard or flannel or drawn on the blackboard.



Categories are filled in the spaces.

Packets of 5 words each are given to the student. At the end of each round, 10 points are awarded for each correct word guessed.

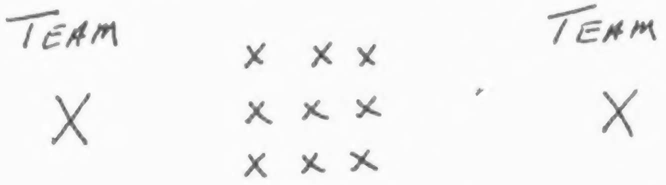
Categories

1. El hospital
2. Con el médico
3. Profesiones
4. Cosas que hacemos por la mañana
5. Cosas que llevamos a la playa
6. Objetos en la clase
7. Objetos en la cocina (etc.)
8. En el aeropuerto
9. En la estación
10. En la corrida de toros
11. En el cine
12. En el banco
13. En la estación de servicio
14. Partes del auto
15. Partes del cuerpo
16. En al tienda de modas
17. Cosas en el supermercado

18. Partes de la cara
19. Cuando tenía 5 años
20. Las Estaciones
21. El tiempo
22. Ayer por la noche
23. En el zoológico

8. Cuadros de Cuernavaca

Teacher prepares a set of questions or students can provide the questions ahead of time. Nine students sit on the floor - they do not represent either team.



A student from one team picks a person on the floor. The teacher asks a question, and the person on the floor answers. The person on the team must decide whether the answer is correct or not. (Students may give wrong answers.) If the person who picked is right, the student will receive an x or o corresponding to the team that picked him. The object of the game is to get a tic-tac-toe.

9. Concentración

Construct a board with wood and nails or cardboard and pockets. You can use small cards, 3 x 5 or larger cards, 5 x 7 with pictures or words. To cover the cards, prepare cards made out of poster board and on one side write a number and on the other side a letter of the alphabet. The object of the game is to match two cards. It can be a picture and a sentence, synonyms, antonyms, a sentence missing a word and a word, an unfinished sentence matched with a picture, etc. The game is played in teams. A person from a team picks two numbers or letters and tries to match them. Always alternate teams whether they get a match or not. The team with the most matches is the winner.

10. Zip/Zap

Students form a circle. Teacher stands in the center. Students are told to learn the names of the people on their left and on their right. Their left is zip, their right is zap. Teacher points at a person and says "zip." The student must, without hesitation, give the name of the person on his left. (Zap - person on his right.) If the teacher says "zip-zap," everyone must change places in the circle and learn their new zip-zap.

This can be adapted to many vocabulary exercises as well.

For more getting acquainted activities, read Caring and Sharing in the Foreign Language Class by Gertrude Moskowitz.

11. Cualquier Cosa (Canasta)

Assign the same word to 2 students. Students are unaware of who their partner is. Everyone sits in a circle. Teacher says one of the assigned words and the 2 students with that word switch places. However, the person in the middle also tries for one of the 2 places in the circle. If the person in the center calls out "Canasta," everybody switches. Do with verbs - irregular or past participle, compound tenses, imperfect, cities, provinces, etc.

12. ¿Te Gusta(n) tu(s) Vecino(s)?

Students sit in a circle. One person stands in the middle and asks one person, "¿Te gustan tus vecinos?" The person answers, "Sí, pero no me gustan las personas que . . ." (llevan blue jeans). All the people wearing blue jeans must switch chairs. The person left out of the circle stays in the middle and questions another person.

13. Short Activities 2 - 5 minutes

Viene un barco càrgado de ___ ___ ___

The teacher starts with viene un barco cargado de ___ ___ ___ ___ and a category like: vegetables, parts of the body, furniture, clothing. Students say a noun of that category and, if they don't know one, they stand up.

La cadena

Teacher says one word in Spanish. Students say a word that starts with the last letter of the previous word given by the teacher.

Veo-veo

Teacher: Veo, Veo

Students: ¿Qué ves?

Teacher: Una cosa

Students: ¿Qué cosa?

Teacher: Una cosa que empieza con la letra . . .

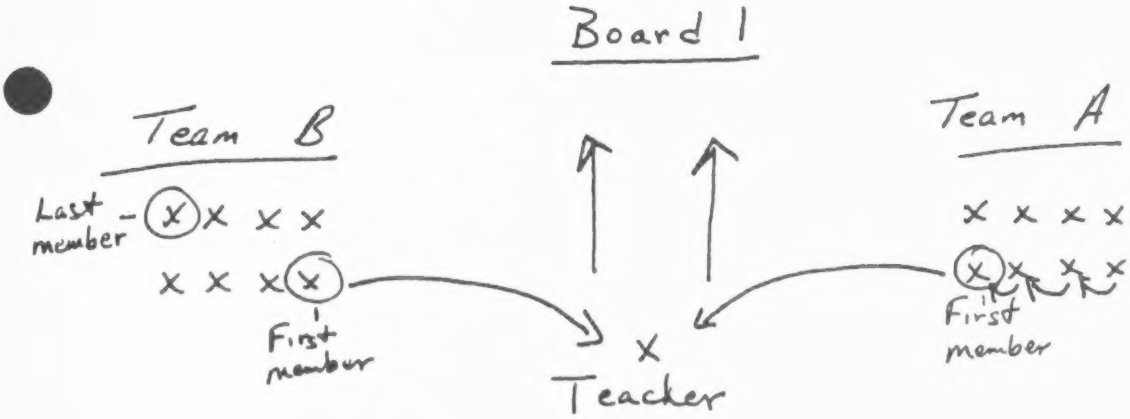
Students guess word.

14. No se puede dibujar la serenidad

Students form groups of 4 or 5. Teacher has prepared a set of sentences related to some current lesson. One member from each group goes out of the room with the teacher, who reads them one of the sentences. Students return to their groups and without saying a word have to draw the possible answers. The group quickly tries to guess the sentence by volunteering possible answers. The artist can acknowledge correct answers with a nod. When a group has the correct answer, they come up to the teacher and say the sentence. That ends that round. The process begins anew with different group members.

15. Saque y Adivine

Teacher has a set of vocabulary cards. Students form two teams and sit in rows. A person from each team comes up to the teacher and sees the word. Both run up to the board and draw a picture that depicts the word. The student who follows, and only that person, has to guess the word. When he/she thinks that he has the right answer, he/she goes up to the teacher and whispers the word. If he/she has the correct answer, the teacher shows him/her the next word. The first team who has all its members guess a word correctly wins.



16. La frase viva

Teacher prepares a list of sentences, then writes on individual cards all the words necessary to form those sentences. Only repeat words that are absolutely needed (el, la, etc.). Distribute cards to every student - they may have more than one card.

Teacher reads a sentence in English, then repeats it. The teacher counts to three and students who are holding the cards with the Spanish equivalent rush to the front of the room to form the sentence before the teacher counts to ten. The students hold the cards for all to see. Students read the sentence and corrections, if necessary, are made by the class.

17. Dime un cuento

Teacher distributes vocabulary cards to students in a circle. One student begins a story using his/her work in a sentence. Student number 2 repeats the first student's sentence and adds a sentence of his/her own using his/her word. This continues until the circle is completed and all students have participated, repeating the story. Maximum per circle should be ten students.

18. Esta es mi nariz

Form a circle. One person starts and points to any part of the body and names another part of the body. Example: Pointing to the chin, the person says, "Esta es mi nariz." The next person says, "This is my chin," but points to another part of the body. Students must listen to what comes before to be able to say the correct word.

19. Hasta el último detalle

Get in pairs or form 2 rows facing each other. Study each other carefully for 2 minutes. Pay close attention to details, e.g., ring on right hand, etc. Turn back to back and change some details (3 or 4 things). Then on teacher cue, turn and face the same person and name the changes made.

20. La Bolsa Mágica

Teacher takes any type of sack or bag and fills it with props, vocab cards, objects, etc. The class is divided into small groups. The teacher goes from group to group and the group takes 4 items from the bag. They must use these 4 items in a skit. Or the teacher may give a bag to each group.

21. Los Cachivaches

Fill a shoe box with several unrelated items. Let everybody see what's in the box. Close it. Think of one item in the box. Students ask questions that you can answer with "Sí/No," until they guess what it is. Then the person who has guessed correctly comes to the front and does as the teacher did.

22. Los Números y El Alfabeto

For each student in the class, make 2 sets of numbers from 0 to 9. (Size of cards should be 2" square.) You may use these number packets for any number of activities. This an also be done with alphabet cards. Cards are used at student desks. Great for spelling.

23. La Silla Caliente

This can be used for an oral exam or as a game. Teacher prepares a list of review questions (or class writes original questions and submits them to the teacher). The teacher drills fluency in asking questions after distributing the list to each member in the class. Students may work individually or in pairs to figure out how to answer them.

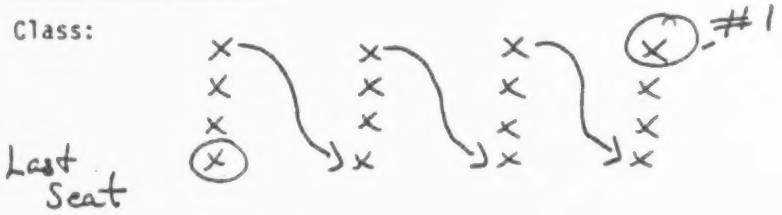
On the next day or when the students appear well-prepared, the teacher places a seat in the front of the class. Each student takes his/her turn in front of the class on "la silla caliente." He/she may not use his/her paper or notes. The class is divided into sections. Section 1 asks questions 1 - 20, section 2 asks 20 - 40, etc. depending on the number of questions on the list. Students at their desks raise their hands showing they are ready with a question. The student on "la silla caliente" points to a person for a question, is asked the question, answers it, and then goes to another for a question. No questions can be repeated. No student can be called on twice until all students have asked at least one question. Each student is on "la silla caliente" for 2 - 5 minutes and this is timed. The teacher listens and tallies correct answers.

Example:	Right	Wrong	
María			
	10	3	= 13

To get the percentage grade, divide the number correct by total number asked. As a game you could have a contest with 4 sillas calientes and a bell or beeper for the first one to be able to answer a question. Points can be given.

24. Alrededor del mundo

Class:



Teacher asks a question of number 1. If he/she answers correctly, he/she remains in the number 1 position. If number 1 misses, he/she must move to the last seat and all students move up one seat. This goes on for a set amount of time. Students at the front of each row are then awarded 10 points, the 2nd seat in each row is awarded 7 points, 3rd seat - 5 points, and last seat - 3 points.

25. La búsqueda (Scavenger Hunt)

Use stick-on dots, labels or paper strips with tape with vocabulary words. Before students come in the classroom, stick the vocabulary words all over the classroom. Students need a piece of paper and pencil. They walk around the room and compose a list of all the new words. Then the teacher covers meaning and usage of words.

26. Los objetos

Give students a picture of a room with one object. The teacher says the name of other objects and where to place them in relation to other objects in the room. After all objects are drawn, compare pictures with other persons' and the original picture. The original picture could be a masterpiece.

27. Composiciones

Show the class a group of masterpieces and have groups of two describe different paintings. After they finish, put all paintings on the board and have students read their descriptions. The rest of the class guesses what picture they are describing.

28. Escucha la Canción

Students listen to a song. They have a copy of the lyrics, but words are missing. Half of the class has some words missing, the other half different words missing. Listen to the song about 3 times and fill in the blanks. Students get together with a partner from the other group and compare lyrics. Between both partners, they have the lyrics to the complete song.

29. Los anuncios

Make slides of magazine ads and show them to your class and ask pertinent questions.

ACTIVITIES I

HOW TO INVENT GAMES

1. Setting
   - Where are you
   - Number of people

2. Objective of Game
   - Communicate
   - Response
   - Guess

3. Structure
   - Circle
   - Lines

4. Action

5. Roles
   - Teams - groups

6. Equipment

7. Fantasy Ritual Theme
   - Vocabulary
   - Verbs
   - Etc.

SUPPLEMENT

Recetas

]

Como Hacer Buenos Frijoles
Rules for Making Good Beans

Clean beans, removing all foreign matter, and wash well.

Soak in cold water 8 hours before cooking.

Cook in an earthenware pot with water to cover and onion

Beans should simmer slowly in a covered pot over a low flame.

When their skins begin to wrinkle, add fat.

As liquid is absorbed, add more water - always hot, never cold.

Add salt only when beans are almost done; then cook another 1/2 hour to season evenly.

Total cooking time is about 4 hours.

Tortillas de Harina - Wheat Flour Tortillas

1 pound wheat flour
1 teaspoon salt
5 tablespoons lard or other fat
warm water

Sift together flour and salt. Add the fat and enough water to form a soft dough. Divide into balls the size of an egg and let rest on a floured board for 29 minutes. Roll out balls of dough to saucer size, as thin as possible. Bake on an ungreased baking sheet or griddle for 2 minutes. Turn over and bake 2 minutes more. Freshly made, these are very soft and can take the place of corn tortillas in making enchiladas, etc.

Guacamole - Avocado Sauce

3 avocados
2 tomatoes
1 onion
1 "serrano" chili
2 tablespoons oil
1 tablespoon coriander

Mash the avocados with a wooden spoon. Roast, skin and grind the tomatoes with the onion and chili and add to the avocados. Add chopped coriander, oil, salt and pepper. Leave the avocado pit in the sauce until ready to be served. The sauce may be varied by substituting for the tomatoes 10 ounces of green tomatoes, cooked and mashed.

Frijoles Estilo Mexicano - Mexican Style Beans

1/2 pound beans
4 quarts water
1 onion
2 tablespoons lard

Put the cleaned and soaked beans to boil with the onion. When their skins wrinkle, add 1 tablespoon lard. When almost done, add salt to taste and continue cooking until the beans are very soft. Pour the broth off into another container. Mash 3 tablespoons of the cooked beans and blend with the broth, then strain. Cook the remaining beans in 1 tablespoon lard, add the bean stock, season and let simmer until very thick.

Refritos - Refried Beans

1/2 pound beans
6 tablespoons grated cheese
6 tablespoons lard
1 onion
3 tortillas

Cook beans according to "Mexican Style Beans" rules and separate from broth (or use beans cooked earlier). Mash the beans with a wooden spoon, add one cup of broth and sauté the whole in lard until it thickens into a heavy paste that can be rolled up. Serve hot, rolled and decorated with grated cheese and triangles of fried tortilla.

Ensalada Mexicana - Mexican Salad

1 large head lettuce
1 can drained kidney beans
1/4 cup chopped ripe olives
1 or 2 chopped ortega chilies
1/2 cup chopped longhorn cheddar cheese
1 cup chopped onion, or more
1/2 cup Fritos, crushed
1 diced avocado
1 chopped tomato

Dressing:
1 large avocado
1/2 cup sour cream
1 teaspoon chili powder
1 teaspoon Italian dressing
salt

Blend dressing ingredients. Top salad with extra cheese.

Arroz con Pollo - Chicken and Rice

6 broiler-fryer chickens (2 1/2 to 3 pounds) cut up.
1/4 cup olive oil
2 tablespoons garlic salt
2 teaspoons pepper
2 teaspoons paprika
6 cans (13 3/4 oz. each) chicken broth (10 cups total)
1/2 teaspoon saffron
2 cups chopped onion
4 bay leaves, crumbled
2 tablespoons minced parsley
4 teaspoons salt
4 cups uncooked regular rice
3 packages (10 ounces each) frozen green peas
4 jars (4 ounces each) pimentos, drained and chopped

Heat oven to 350 degrees. Place chicken (skin side up) in four oblong baking pans, 13 x 91/2 x 2 inches each. Brush chicken with oil; sprinkle with 2 tablespoons salt, the garlic salt, pepper, and paprika. Bake 30 minutes. Heat chicken broth to boiling; add saffron and stir to dissolve. Stir in onion, bay leaves, parsley, and 4 teaspoons salt, heat to boiling. Remove the pans from the oven; take chicken from pans and set aside. Drain fat from pans and then place 1 cup of rice and 1/4 of the boiling chicken broth mixture in each pan; stir until mixed. Top with chicken.

Tightly cover pans with aluminum foil; bake 30 minutes or until rice is tender and liquid is absorbed. Remove foil covers and bake 10 minutes longer for fluffier rice. Meanwhile, cook peas and add pimentos to peas.

To serve, remove chicken pieces from pans. Stir peas and pimentos into rice. Replace chicken pieces on rice mixture. Garnish with parsley and olives, if desired. (24 servings at 1 cup rice per portion).

Chile con Carne

1 1/2 cup dry red or kidney beans
1 large onion, sliced
1 green pepper, chopped
1 pound ground beef
1 one pound can (2 cups) tomatoes
1 8-ounce can (1 cup) seasoned tomato sauce
1 or 1 1/2 tablespoons chili powder
1 1/2 teaspoon salt
1 bay leaf

Rinse beans: then add to 1 1/2 cups of cold water. Let stand overnight. Add 1 teaspoon salt to beans and soaking water, cover, simmer until tender, about 1 hour. Then drain, saving liquid.

Brown onion, green pepper, and meat in a little hot fat. Add beans, tomatoes, tomato sauce, chili powder, salt, bay leaf, dash of paprika, and dash of cayenne. Cover. Simmer 1 1/2 hours, adding reserved bean liquid or water if needed.

Cocido - Spanish Stew

2 pounds stewing beef
1/4 cup Spanish olive oil
3 or 4 large onions, chopped or sliced
2 cloves garlic, minced
2 tomatoes, quartered
1/2 cup minced parsley
1 cup chopped ham
1 cup chopped ham
ham bone
4 chicken wings (or 2 wings, back, and neck)
1 pound dried chick peas, garbanzos
1 tablespoon salt

In 5 quart dutch oven brown meat in olive oil over high heat. Lower heat, add remaining ingredients, turn heat as low as possible, bring slowly to a boil, then simmer very gently, covered for three hours. Add more liquid as it cooks, if needed, as the chick peas must be well covered throughout the cooking period. (Chick peas don't need to be soaked before cooking.) (12-15 servings.)

Spanish Casserole

1 pound hamburger
1 onion, small (chopped)
1/2 green pepper (chopped)
1/2 teaspoon salt
1 teaspoon chili powder
1 can kidney beans
1 can tomato soup
1 can mushroom soup
1 cup rice

Brown hamburger, onion, and pepper. Add remaining ingredients. Mix well. Pour into greased casserole. Bake 1 hour.

Chilaquiles Casserole - Tortilla Hash

2 pounds ground meat
2 medium onions (chopped)
12 Old El Paso tortillas
2 10-ounce cans Old El Paso enchilada sauce
1/2 teaspoon cumin
garlic salt
pepper
1 pound grated cheddar cheese

Brown meat, onion and seasonings in small amount of shortening. Add enchilada sauce and cook 20-30 minutes. Arrange alternate layers of cheese, meat mixture, and tortillas. Then bake in moderate oven 30-45 minutes.

Pozole **Estilo Jalisco** - Hominy Stew

1/2 pound hominy grains
3 tablespoons lime
1/2 pound pork head
1/2 pound pork loin
1 chicken
2 pigs feet
5 large onions
1 bud garlic
1 bunch radishes
5 lemons
1 head lettuce
hot sauce to taste

Wash the hominy and boil with the lime in 2 quarts water until the skins loosen. Rinse and remove skins by rubbing the kernels together briskly. Remove the kernel tips. Boil the hominy and the peeled garlic cloves in lots of water until the kernels begin to fall apart. Add the cut up meat, chicken and pig's feet until all are well done, adding salt and more hot water as needed. Serve in the broth, garnished with shredded lettuce, chopped onion, sliced lemon, radishes, and a few drops of hot sauce.

Menudo Sonora Style

4 pounds beef tripe
2 pounds beef intestines
2 beef hooves
2 pounds corn kernels
10 green onions
2 springs coriander
1 tablespoon oregano
4 ounces chilies
6 lemons
8 tablespoons lime "oxide of calcium"

Clean the stomach and tripe well, wash and cut into small pieces, and put on to boil. Cook the beef hooves separately, each split into 8 sections.

Wash the corn kernels, add the lime and 12 cups water, and boil until skins loosen. Rinse, skin and remove kernel heads. Boil the corn in plenty of water over a high flame. When the corn is tender, add salt (so the kernels will burst). Shortly before serving, add the chopped green onions, and the coriander. Serve in deep plates with crushed oregano, sliced chilies and lemon slices.

Tamales

Corn meal mixture:
2 pounds corn meal
1/2 pound rice flour
3 cups rice flour
3 cups fat
2 tablespoons baking powder
2 cups chicken broth

Filling:
Shredded meat of 2 boiled chickens
6 tablespoons fat
3 cups tomato sauce
3 tablespoons chili powder
3 tablespoons flour
1 onion
1 cup chicken broth
1 teaspoon ground cinnamon
ground cloves
salt and pepper to taste
a handful dry corn husks

Cream the fat, gradually add the meal, flour, broth, baking powder and salt, and beat until a little of the batter will float to the top in a glass of water. Put a tablespoonful of the mixture inside the upper half of a dampened corn husk. Spread mixture over corn leaves. Place filling in center of batter and then fold (or roll) up corn husk.

to make filling:

Mix the chili powder with the flour and chicken broth, and sauté until it begins to thicken. Add the tomato sauce, spices, salt, and cook chicken meat. Let simmer until thick.

Pour boiling water up to 4 inches from the top of the bottom section of a steamer. Put the top section in place and in it arrange several corn husks as a base. Then put in the tamales one on top of the other leaving a hollow space in the center; then cover with more husks, a folded napkin and the steamer lid. Let boil for 1 hour or until the steamed tamale has shrunk from its wrapping.

Buñuelitos de Ampurdan
Fritters Ampurdan Style

1 package dry yeast
1/4 cup lukewarm milk
3 cups flour
3 eggs
3/4 cup sugar
grated rind of 1 lemon
2 teaspoons ground anise
2 teaspoons ground coriander
1 teaspoon ground cinnamon
1/2 teaspoon salt
3 tablespoons melted butter
oil for deep frying
powdered sugar

Sprinkle the yeast over the lukewarm milk and stir to dissolve. Beat in 1/2 cup of the flour and knead until smooth. Cover with a cloth and let rise in a warm place for 1 hour or until the mixture doubles in bulk. Beat the eggs in the bowl of an electric mixer and add sugar, lemon rind, anise, coriander, cinnamon, salt and melted butter. Add the yeast mixture and beat until smooth. Sprinkle in the remaining flour, 1/2 cup at a time and beat well after each addition. Turn the dough out on a floured board and knead until smooth and elastic. Place in an oiled bowl, cover tightly with plastic wrap and set aside in a warm place for 8 hours. Heat the oil for deep frying. Roll the dough out 3/8 inch thick on floured board. Cut rounds using a doughnut cutter and deep fry 3 to 4 minutes until golden brown. Drain on paper towels and roll in powdered sugar. Serve warm.

Crema de Naranja - Orange Cream

2 cups milk
2/3 cup sugar
2 egg yolks
grated rind of 1 orange
6 egg whites

Place milk, sugar, egg yolks and grated orange rind in a saucepan. Heat the mixture, stirring constantly until it has thickened slightly. Beat the egg whites and fold very carefully into the yolk mixture. Return to the heat and stir gently with a wooden spoon until bubbling. Let cool completely and serve in individual glass serving dishes.

Dulce de Leche - Milk Carmel

Boil one can of sweetened condensed milk.

It will carmelise and then is spread on bread or on pieces of fruit.

Empanadas Faciles - Easy Empanadas

Use frozen bread-dough - fill rolled out pieces with canned pie filling. Fry in hot oil and then sprinkle with powdered sugar.

Polvorones de Canela - Cinnamon Cookies

1 cup butter or margarine
1/2 cup powdered sugar
2 1/4 sifted flour
1/2 teaspoon cinnamon
1/4 teaspoon salt
1 teaspoon vanilla
1/2 cup powdered sugar
1 teaspoon cinnamon for rolling

Cream butter and add sugar, flour, cinnamon, salt and vanilla, making a moderately stiff dough. Chill in refrigerator for a few hours and roll into small balls about 1 inch in diameter. Bake on a buttered cooky sheet in a 400 degree oven for 14-17 minutes. As soon as the cookies are removed from the oven, roll them in the sugar and cinnamon mixture. Cool on a wire rack and then roll in sugar and cinnamon again.

Pastelitos de Boda - Mexican Wedding Cake

- 1/2 cup butter
- 2 tablespoons confectioners sugar
- 1 cup cake flour
- 1 cup chopped pecans
- 1 teaspoon vanilla

Cream together butter and confectioners sugar until light. Add flour, pecans and vanilla. Roll dough into 1-inch balls. Place on greased baking sheet and flatten slightly. Bake in 300 degrees for 45 minutes. Roll in additional confectioners sugar while warm. Roll again when cookies are cool.

Flan - Spanish Vanilla Custard

1 2/3 cups sugar
4 cups milk
grated rind of 1 orange
1 teaspoon vanilla
4 eggs, slightly beaten

Melt 2/3 cup sugar in small saucepan and cook until it is a rich brown color. Move the pan constantly and watch carefully so that sugar doesn't burn. Immediately pour the caramel into 6 individual 1 cup molds. In large saucepan, bring the milk to simmering point. Add remaining sugar and orange rind and simmer 5 minutes. Remove from heat and stir in vanilla. Let the milk cool several minutes and then beat it into the eggs. Fill the carmelized molds with the custard and place in a larger pan of cold water. Bake in a preheated 350 degree oven for 35-40 minutes or until the custard is set and lightly browned on top. Chil 4 hours in refrigerator. Unmold custard on individual serving plates when ready to serve.

Turrón - Spanish Nougat

1 pound blanched, slivered almonds
1 1/4 cup sugar
1/2 cup honey
2 tablespoons milk
3 tablespoons ground almonds
butter

Toast almonds on cookie sheet in preheated 350 degree oven for 8 minutes. Place the toasted almonds, sugar and 1/2 cup honey in saucepan and stir mixture over low heat until golden. Add remaining 2 tablespoons milk and ground almonds. Remove from heat and beat for 10 minutes to form a tough mixture. Butter a cookie sheet and spread the hot mixture on it in a 1/2 inch thick layer. Cut into squares and let candy cool completely. Wrap each piece in transparent wrap.

Sopapillas

1 3/4 cups sifted all-purpose flour
1 teaspoon salt
2 teaspoons baking powder
2 tablespoons shortening
2/3 cup cold water

Sift flour, baking powder, and salt into a mixing bowl. Add shortening and cut in coarsely; then add cold water gradually. Mix just enough to hold together as for pie crust. Turn out on lightly-floured board and knead gently until smooth. Cover and let dough rest for five minutes; then roll out into a rectangle about 12 by 15 inches (dough should be very thin, about 1/8 to 1/16 thick). Cut into 3-inch squares or 2 by 3 inch oblongs. Drop a few squares at a time into deep, very hot oil. At first, turn squares over 3 or 4 times to make them puff evenly. Fry about 2 or 3 minutes on each side, or until golden brown. The sopapillas will puff up like little pillows. Serve hot as a bread with soup.

El churro viene de Espana. Es un pastel que se sirve para el desayuno con chocolate caliente y también se vende en las calles. Es muy popular y sabroso.

Receta

1 taza de agua
1/2 taza de mantequilla
1/4 cucharadita de sal
1 cucharada de azucar

1 taza de harina
3 huevos
azucar en polvo
aceite caliente

En una cazuela hervir una taza de agua con media taza de mantequilla, 1/4 cucharadita de sal. y 1 cucharada de azucar. Bajar el calor y añadir una taza de harina y batir hasta que salga de los lados de la cazuela y forme una bola. Poner la masa en un recipiente grande. Añadir 3 huevos uno por uno, y mezclar a toda velocidad. Poner la masa en una bolsa de repostería con una punta de media pulgada. Exprimir la pasta (5 pulgadas de largo) en el aceite caliente (375F). Freír los churros por 3-5 minutos, hasta que estén dorados. Poner los churros en una servilleta de papel y echarles el azucar en polvo mientras que estén calientes.

10-12 churros

EL VOCABULARIO

echar - to sprinkle
exprimir - to squeeze
hervir - to boil
bajar - to lower
añadir - to add
batir - to beat
formar - to form
mezclar - to mix

la cazuela - pan
la taza - cup
la mantequilla - butter
la cucharadita - teaspoon
la cucharada - tablespoon
el calor - the heat
la harina - flour
la masa - dough

1

freir - to fry

volver - to turn

la bolsa de repostería - pastry bag

la pulgada - inch

el aceite - oil

dorado - golden brown

UNAS ACTIVIDADES

1. Write and learn the familiar commands for each verb in the vocabulary list.
2. Translate the recipe for churros into English.
3. Write your own recipe for your favorite dessert in Spanish and tell your class how to make it.
4. Write a sentence using vocabulary words 11 through 22.
5. Make up a crossword puzzle using the vocabulary words.

¡BUEN PROVECHO!